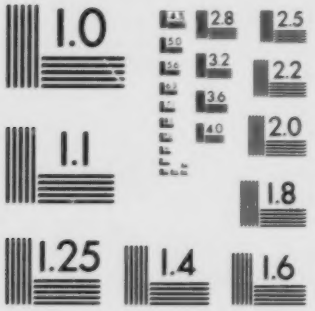
MS109

Micromedia Limited

The contents of this microfiche are copyright by the publisher of the original document. Please contact the original publisher for guidance in copyright matters.

PM-1 3½"x4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

This statement was filmed with this document. If the pages of the document are less clear than this statement it is due to the poor photographic quality of the document.

NATIONAL MICROGRAPHICS ASSOCIATION

24x

Libraries and Literacy

Libraries and Literacy

90-04043/

Published by the Ministry of Culture and Communications.
Printed by the Queen's Printer for Ontario
Province of Ontario, Toronto, Canada

© 1989, Queen's Printer for Ontario

Additional copies of this and other Ontario government publications areavailable from: Publications Ontario 880 Bay St., Toronto for personal shopping. Out-of-town customers write to Publications Ontario,5th Floor, 880 Bay St., Toronto, M7A 1N8. Telephone (416) 326-5300,or toll free in Ontario 1-800-668-9938. Hearing impaired call: (416) 965-5130 or toll-free in Ontario 1-800-268-7095. Mastercard and Visa accepted. Cheques and money orders payable to the Treasurer of Ontario. Prepayment required.

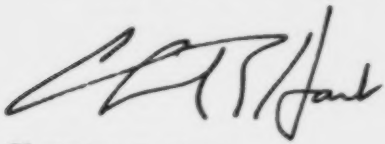
ISBN 0-7729-5326-0
D2193 09/89 2M

Minister's Message

Of the many services provided by Ontario's public libraries, assisting in meeting a community's literacy needs can be one of the most challenging and rewarding endeavors a library undertakes.

I am pleased that my Ministry is able to provide *Libraries and Literacy: A Manual* to assist library boards in defining ways to support literacy. There are many ways a library can assist, from providing resources and space to operating tutoring programs.

As International Literacy Year approaches, I urge every board to make a commitment to literacy. For those libraries wishing to reconfirm their commitment to literacy and for those addressing the issue for the first time, *Libraries and Literacy* provides a wealth of information.



Christine E. Hart
Minister

Forward

Many librarians took the lead in the literacy movement of the 1970s. Now almost twenty years later, with Ontario's partnership approach to literacy, public libraries continute to make the difference.

This manual will provide ideas, methods and philosophies to assist public libraries in determining how they might best provide support and assistance for literacy in our communities.

Libraries and Literacy brings a philosophical as well as a practical focus to literacy issues. There are publications which address these issues in general terms but none have addressed them within the context of Ontario's public libraries.

We would like to acknowledge the contribution of Marie Prout and Judy Beth Armstrong of the Owen Sound Public Library whose original work was the start of this publication. A dedicated group of literacy/library experts reviewed the original work and provided direction. Grace Scheel, Literacy Consultant for the Libraries and Community Information Branch from 1985 to 1988 researched and wrote this manual. Editorial services were provided by Elizabeth Rossnagel, Public Library Services Consultant for LCIB.

As International Literacy Year in 1990 approaches, I urge every library trustee and staff to review this document and respond effectively to their community's literacy needs. The efforts you take today will certainly make a difference tomorrow.

Morris Zbar, Director
Libraries and Community Information Branch

CONTENTS

CHAPTER ONE
THE PROBLEM OF ILLITERACY

An Initial Response 3
The Canadian Literacy Movement 4
Setting Standards 5
Literacy in a Community Context: The Ontario Experience 7

CHAPTER TWO
LIBRARIES AND LITERACY: A RATIONALE

Changes in Society 14
The Tradition of Library Service 15
The Community Link 18
The Reading Link 19
Library Expertise and Resources 21
The Library Mandate 22
- Library Organizations 22
- Ontario Public Library Legislation 25
- Public Library Mission Statements 26
- Other Library Systems 27

CHAPTER THREE
LIBRARIES AND LITERACY: A RESPONSE

A Literacy Assessment 32
A Literacy Commitment and Policy 44
Literacy Services 47
- Literacy Services for the Community 47
- Co-operative Literacy Services 53
- Library-Sponsored Literacy Tutoring Programs 59

CHAPTER FOUR
LIBRARY LITERACY PROGRAMS

Library-Operated Programs 64
Eclectic Tutoring Programs 64
Laubach Literacy Programs 74
Library-Sponsored Literacy Programs 76
Library-Supported Literacy Programs 79

CHAPTER FIVE
LITERACY RESOURCES

Sources of Materials 83
Resources for Literacy Program Staff 86
Resources for Tutors and Animators 89
Resources for Adult New Readers 91
Evaluating Materials 93
Evaluating Adult New Reader Print Materials 93
Evaluating Computer Software 99
Evaluating Audio-Visual Materials 101
Collection Development 102
The New Reader and User of Literacy Materials 102
Weeding Out Existing Literacy Collections 102
Ordering and Purchasing Policies 103
Organizing Literacy Materials 104
Housing Literacy Collections 106
Clear Signs and Plain Writing 108
A Literacy Resource Service 110
Deposit Collections 111
Evaluating the Resource Services 112

CHAPTER SIX
FUNDING FOR LITERACY

Federal Government Literacy Funding 115
Ontario Government Literacy Funding 116
Local Government Literacy Funding 121
Information Sources on Grants, Subsidies, and Fund Raising ... 122
- Government Funding 122
- Foundation and Corporate Funding 124
- Other Funding 127

Proposal Writing For Literacy Funding 129
Fund Raising Ideas 131

REFERENCES

135

APPENDICES

Appendix I
Using the Library 140
Appendix II
Regional Literacy Networks in Ontario 145
Appendix III
Literacy-Oriented Periodicals 149
Appendix IV
Adult Reading Interest Inventory 153
Appendix V
Criteria for Colour-Coding Books 155
Appendix VI
Graph for Estimating Readability - Extended 157
Appendix VII
Computer Software Descriptions 159

Appendix VIII
Literacy Materials Evaluation Form 161
Appendix IX
Software Evaluation Form 163
Appendix X
Classification Scheme for Materials for Adult New Readers 165
Appendix XI
Library Literacy Programs in Ontario 167
Appendix XII
Sample Literacy Referral Entry 175
Appendix XIII
Sample Literacy Resource Chart 177

1.

THE PROBLEM OF ILLITERACY

I'd like to be able to read some books about asthma. My youngest has asthma and he gets real bad when the mill is heavy. My husband got these books from the doctor, but the words are too hard for me. I keep them on the shelf.

Susan, 26 years

Only a few years ago, illiteracy was viewed as a problem for the developing world, not for Canadians. We were, of course, quite wrong, and Susan's story is far from unique. Many adult Canadians would like to be able to read, but they share Susan's problem and keep books on the shelf. Why has adult illiteracy emerged as a public issue in Canada at this time? John Bormuth describes literacy as a shifting, abstract term, impossible to define in isolation from a specific time, place and culture; literacy therefore is described as historically and culturally relative (Bormuth, 1973).

Daniel Resnick, author of "Literacy in Historical Perspective", notes that in earlier times the only people who could read and write were those who needed to. "Different individuals made different uses of literacy in their lives, depending on their social position or occupation, their family arrangements and their religious persuasion. Literacy would develop most strongly where it was relevant" (Resnick, 1983).

Viewed in this way, literacy has required different skills at different times and in different situations. As Canada has developed from a traditional, agricultural society to a more socially complex one, based on information and technology, the concept of what constitutes literacy has also changed. It has become apparent that different levels of proficiency are required in different situations.

Several things combined to alert Canadians to the changing need for literacy:

- The discovery that an alarming number of applicants for the federal technical training courses required help with basic reading and writing.
- The serious degree of under-education revealed by a series of social and political events in the United States.
- The response by 155,000 people to the British Literacy Campaign, which drew attention to the problem of illiteracy in the inner cities of Great Britain.
- The founding of World Literacy of Canada, to assist underdeveloped nations.
- The work of Frontier College.

However, the activities of Unesco proved to be the most influential in shaping Canadian thinking on illiteracy. Unesco's recognition of literacy as a "fundamental human right", its funding of eleven literacy projects in the Third World between 1967 and 1973, its sponsorship of major conferences, and the conclusion that a grade eight reading level was necessary for "functional literacy" in industrialized countries kept the issue of illiteracy before the eyes of the world.

AN INITIAL RESPONSE

> *The question is fundamentally political. What sort of society do we want? Will we make this [literacy] a priority, and commit funds and expertise in an age of dwindling resources? (Cairns, 1983)*

When the grade eight level measurement is applied to the findings of the Canadian census, it reveals that one in five Canadians is functionally illiterate.

People alarmed by the extent of illiteracy in Canada used this statistic to publicize the issue. It was hoped that such a dramatic number would capture the attention of the general public *and* alert educators and governments to the fact that a sizable proportion of the population was in need of basic education.

The results did not match the hopes. The response of governments was minimal. The federal government put some funds into skill-related literacy, which it administered through community colleges and technical vocational schools. Each province established some form of adult basic education. The result was an unco-ordinated collection of programs and projects.

In Quebec the provincial government provided substantial funding for literacy, and the Ministry of Education examined the nature of literacy in its cultural and socio-economic contexts, looking beyond its educational and job-related characteristics. As a result of its recommendations, a two-pronged "alphabetisation" program was initiated, using regional school boards and voluntary organizations. Several "Alpha Centres" were opened in the early 1980s, dedicated to learner-centred community education and community action.

But federal government reports which recommended that funds and expertise be provided for literacy (e.g. *Employment Opportunities for the 80's, Education and Working Canadians*) did not persuade the government to place literacy on its national agenda.

THE CANADIAN LITERACY MOVEMENT

The Canadian literacy movement survived mainly on the will and energy of a committed few, who wrote articles, held conferences, helped to establish the Movement for Canadian Literacy, and generally worked hard to keep the issue before the public. These activities attracted an additional group of community workers, librarians, educators, union members, volunteers, and so on.

Thus, the teaching of literacy began to evolve in Canada. The programs were influenced by the British and American experience, as well as by the Brazilian educator Paulo Friere. Canadian practitioners were impressed by:

- The British emphasis on community orientation, their learner-centred, eclectic approach to methods and materials, and their production of learner writing.
- The American practice of inter-agency co-operation in the sponsorship of programs which were adopted successfully in many variations in our communities, e.g., libraries and volunteer tutoring programs.
- Friere's belief that all human beings are capable of looking critically at their world in a dialogic encounter with others, and that when given the proper tools can perceive their personal and social reality and deal critically with it. This became an integral part of the philosophy of many literacy programs. Literacy was seen as a tool for personal and social transformation.

As well, in response to a specific Canadian experience, new kinds of programs were developed, methods of training tutors were designed, and resource materials were produced. The result is that today, after ten years, there is a lively and growing literacy movement. It is based on the recognition that:

- there really *are* people living in Canada who need help in learning to read;
- the surface has just been scratched in the provision of programs, resources, and services, especially for people who are seriously underprivileged, and often hard to reach; and

- there is a continuing need for community literacy programs that are learner-centred and based on respect for the knowledge and experience of adults.

SETTING STANDARDS

> *The ultimate arbiter of literacy is the individual living in a particular time and place and facing specific demands and opportunities. (Hunter, 1987)*

The strength of community-oriented literacy programs is that the organizers learn about the literacy needs of a community from the adults who are affected and that they can develop programs to help these people. It is important to keep this in mind when looking at statistics derived from a grade-level measure or from tests for "functionality" based on the ability to understand specific printed passages. When combined with other data, those statistics can produce a profile which links under-education and underprivilege. For example, in many communities there is a high correlation between under-education and

- unemployment
- underemployment, low income, and seasonal work
- receipt of welfare owing to poor health
- a poor safety record in the workplace

But, as Arlene Fingeret points out in her analysis of literacy programs in the United States, there is an inherent problem in setting a standard, such as a grade achievement or a proficiency level, for a concept that varies with time and culture (Fingeret, 1984). The use of such standards may prevent us from looking at literacy in concrete situations and allow us to assume that illiteracy is solely an educational problem that can be rectified with an outwardly imposed curriculum, unrelated to the actual needs of adults.

Literacy is functional when it can be integrated into the life of the adult, when men and women can interpret written

and printed symbols so that they are meaningful in their education and work, in their personal and interpersonal relations, in taking part as a citizen in local and national affairs. (Lyman, 1976)

In his paper "A Look at Illiteracy in American Today", Michael Fox notes that

> *there is a "literacy continuum" along which are found people who cannot read, people who find themselves functionally handicapped by their lack of reading skill, people who do not find themselves so handicapped, people who do not read as well as others, but can generally get by, and people who never finished high school (who may fall into one of the other categories). (Fox, 1986)*

To suggest that there is a specific level of competence needed to function in society can encourage a "them" and "us" mentality. Researchers like Allan Tough have pointed out that a considerable amount of learning takes place outside educational institutions. Many people with little formal education participate in learning projects fairly regularly (Tough, 1978), (Sisco, 1983), (Brockett, 1983). Measuring a level of proficiency tells us what people cannot do, but it tells little about the many aspects of literacy and how people feel that literacy is important to them. When we are not overwhelmed by statistics, we are able to look at literacy in a more positive and personal way. When literacy is placed in a community context, people are less likely to think of establishing "campaigns" to "eradicate" illiteracy or of finding "cures" for a social ill.

> *Illiteracy is not a disease, to be eradicated like yellow fever, but rather it is a complex cultural condition linked to expectations and circumstances and rooted in experience. (Resnick, 1983)*

LITERACY IN A COMMUNITY CONTEXT: THE ONTARIO EXPERIENCE

Ontario has a variety of literacy programs and delivery agencies. Each program has its special characteristics, depending on local dynamics, funding sources, and the people who run the project. School boards, community colleges, Frontier College, public libraries, voluntary literacy organizations, unions, the provincial government, and community groups have all played a part in the development of what is essentially a community-based practice.

Tanis Atkinson in her follow-up document to the London [Ontario] Literacy Conference, held in May of 1984, identified community-based projects in most regions of the province (Atkinson, 1985). This community commitment was recognized and supported by the provincial government when it established the Ontario Community Literacy Program in 1986. The program provides supplementary operating grants to community-based tutoring programs (libraries are included) and provides various kinds of assistance to umbrella organizations, research, start-up projects, conferences, and workshops. The program is attempting to establish training resources, referral and advisory services, networks, and clearing-house and distribution centres for resources. The Ontario Literacy Coalition, founded in 1986, offers additional opportunities for sharing information and resources and also operates in an advocacy capacity.

Thus there is an opportunity in Ontario to provide community-based literacy programs that are:

- participatory, providing individuals with the opportunity to acquire literacy and social skills in an environment that promotes self-confidence and self-esteem;
- learner-centred, with staff and tutors who respect the experience and culture of the participants, who see themselves as facilitators rather than as instructors, and who see literacy tutoring as an interactive process, based on negotiation;

- knowledgeable and innovative, with staff and tutors who are familiar with adult learning, the reading process, resource materials, and methods of promoting critical learning;
- community-oriented, i.e., seeking to identify the need and respond to it by offering services that will support and promote literacy in the community; and
- dedicated to sharing their knowledge and resources with other groups and programs.

The challenge is to provide and enlarge on services and programs that give attention to the socio-economic, psychological, and cultural situations of learners, and use their language, experience, knowledge, and abilities as a basis for a new range of possibilities.

The Scope of Community-Oriented Literacy Programs

In a recent paper on community-based literacy programs in Great Britain, Arthur Bull (1987) outlined the large number of options available there. Literacy is taught not only in regular tutoring and numeracy programs, but also in a number of groups that either suit the needs and interests of learners or include the learning of particular skills. The following are some of these options:

- Linked-skill programs in which literacy and numeracy work is done while learning other skills such as photography, carpentry, or art.
- Short courses, which are often based on topics of interest to the learner, such as child rearing or budgeting.
- Discussion groups, which often have a specific focus, such as local history, women's issues, or unemployment.
- Reading evenings, which give learners the opportunity to read their work aloud in a relaxed atmosphere.
- Writing weekends, which are residential workshops in which learners write, often about predetermined topics.

Writing by learners is an integral part of many programs in Great Britain. There is a strong belief that writing is as important as reading the writing of others, and ways are being investigated to help learners write materials that are not strictly autobiographical. Learners are involved in all aspects of writing and publishing, including writing, selection, editing, photography, lay-out, printing, distribution, and sales. An excellent Canadian example of this type of program is East End Literacy Program in Toronto.

Many literacy workers in Canada and the United States are adding inter-generational programs to their projects. In these programs parents and children are helped together, as in the "paired reading" programs in England.

Plain, or clear, writing has also become an issue for the literacy movement. Many people believe that part of the cause of "functional illiteracy" lies in the materials that people must read. There is a movement to have basic factual information for the public written in clear, readable language.

Some programs have set up literacy drop-ins or established literacy crisis numbers, which people can call when they need immediate help with reading such things as a label on a medicine bottle or a lease.

Community networks that encourage non-readers in their efforts to participate in community life are becoming a part of the literacy movement.

Programs such as these have evolved out of the realization that basic literacy education is more than the teaching of reading, writing, and arithmetic. The belief is that people have a better chance of success when literacy is not artificially set apart from other aspects of life, when it is:

> *"concerned with reading the world, and not merely reading words" (Tuckett, 1986).*

Community-Oriented Literacy Programs and Libraries

Literacy programs that are focused on the local community and that provide a wide range of opportunities for individu-

als and groups in the community are ideally suited to the public library. The strength of the public library is its community base and its ability to respond to the needs of its public. In order to understand the problem of illiteracy, it is important to engage in a dialogue with the public. Libraries should be willing to raise the subject in their communities. It is necessary to know more about the circumstances of under-educated adults, to hear what their needs are, and to find out what will bring them to libraries and other educational, cultural, and social resources in the community. To obtain this information libraries should seek answers to the following questions:

- What are the barriers to learning? If people are prevented from taking part in programs by more pressing economic, social, and psychological problems, what should the library do to help them or the people in the community who provide help?
- What events make people decide to learn to read and write? How can the community make sure that those who seek help can find it? What can the library do?
- What do people hope to accomplish with literacy? What are their aspirations for the future?
- What kinds of programs and services do people want, and what function can the library serve?
- How can the library help less educated people who are learning by themselves and are not using the resources available but who might benefit from doing so?
- How can the library reach out to under-educated parents and guardians in the community and help them use library materials that promote literacy in their children?
- What can the library do to promote literacy for all people as a means of expression, communication, and critical assessment?

The answers to these and related questions may provide a clearer idea of the literacy needs and issues in a community, and help to establish what can be done to provide useful and creative services for under-educated people.

It is possible for library staff to form a support network with other groups and organizations in the community. It is also possible for library staff to help under-educated people obtain the information and knowledge they need for personal growth and to acquire the skills, literacy included, that will allow them to reach their goals and participate more actively in the decisions made by their communities and society.

A library that is well integrated into its community will not only help to find someone like Susan, but will be a participant in a wide range of programs and services that might benefit her. There are many issues to be addressed and the prospects for participation are unlimited!

2.

LIBRARIES AND LITERACY: A RATIONALE

A library can't be living, growing, changing force without sensitivity to the character and needs of its community. (Beal, 1985)

A recent ALA publication, *Planning and Role Setting: A Manual of Options and Procedures* (McClure and others, 1987), emphasizes that the services provided by libraries should be based on the needs of contemporary society. One of the most pressing needs in our society is services and resources for the under-educated. Libraries have an opportunity to make a genuine contribution to literacy in their communities. To do so, they must recognize that literacy services in a library are legitimate and necessary. A rationale for library involvement in literacy activities would take into account some of the following factors: changes in society, the tradition of library service, the community link, a reading link, library expertise and resources, and the library mandate.

CHANGES IN SOCIETY

The most consistent aspect of contemporary life is change. Rapid social change, the increasing rate of technological development, and the continuing movement toward an information-based society have precipitated a need for higher, and different, levels of literacy. Several factors are of particular importance in our changing society:

- The changing workplace. Occupational change has become a feature of Canadian life. The nature of work is changing; the number of unskilled jobs in industry is falling. As workplace technology becomes more sophisticated and as employers adopt systems such as statistical process and inventory controls, employees find that they do not read well enough to cope. There is a greater need for literacy programs in both the community and the workplace.
- The enormous amount and kinds of print material that are encountered almost daily and must be read and understood. These include labels, instructions, signs, newspapers, books, and magazines; formats such as charts, graphs, print-outs, indexes, and data bases; application forms, government and legal documents, and health and safety information; and technical instructions and written materials that must be read and interpreted on the job.
- The increase in the volume and complexity of the record of human experience. People with less sophisticated reading and research skills may have difficulty finding the information they need.
- Increased mobility and changes in family life have resulted in considerable social dislocation, with the result that many people have lost their natural helping partners. Non-readers often used to rely on family, friends, or familiar community workers, such as postal clerks, to help them with reading and writing. The loss of these helpers can leave them unable to cope with written materials. In a big city these relationships can be difficult to establish.

- The electronic media, especially television, disseminate information in a fractured, disconnected way, feeding us a daily diet of clues, hard facts, tidbits, and rumours. The slower conceptual skills needed for reading have been weakened.

Literacy practitioners, in response to these learning needs, can help people learn basic reading, writing, and arithmetic. They can also develop methods that help under-educated people learn to read critically and acquire the skill at solving problems that is necessary for engaging in, and assessing, many aspects of contemporary life (Norton and Faulk, 1988).

Each of us solves problems every day, but to do so we need information. Although we get some orally, often we must be able to read and understand what we have read. Many under-educated people are unaware that there are community resources, such as libraries and community information centres, that can help them obtain information and interpret it.

As a prominent community institution and one with considerable flexibility the public library is ideally suited to that task. In consultation with those who need help and those who are giving it, libraries can offer a wide range of services. Possible library literacy services will be discussed more fully in Chapter Three of this manual.

THE TRADITION OF LIBRARY SERVICE

The history of public libraries in Ontario provides ample support for library involvement in literacy services. Libraries in this province have evolved out of two distinct traditions, Mechanics' Institutes, which were formed to offer technical instruction to their working-class members, and subscription, or lending, libraries, whose basic purpose was to collect books and circulate them to their educated, middle-class members. Each tradition has affected the concept of the role of the public library in the community; each provides an argument for offering literacy services in the library.

An Educational Role

Throughout the nineteenth century there was a virtual tug-of-war between public administrators, who believed they had a mission to maintain libraries as educational institutions that would uplift and instruct the population, and local users of libraries, who, influenced by the tradition of subscription libraries, lobbied the boards in their communities to provide the books they wanted to read.

By supporting Mechanics' Institutes, governments and administrators affirmed an educational role for libraries in the education of the working class. In 1895, though giving in to public pressure and dropping the name Mechanics' Institute in favour of public library, governments encouraged public libraries to take on some of the institutional functions of the old institutes. In so doing they ensured that public libraries in Ontario would move into the twentieth century with the idea of their educational function intact (Bow, 1982).

In the first part of this century libraries abandoned their instructional role but they did not become strictly lending libraries. They fulfilled their educational purpose in a variety of ways:

- By helping individuals meet their formal and informal educational goals. Librarians assumed the role of facilitators of learning, rather than instructors, and helped people find information and interpret it.
- By providing an atmosphere where people could learn on their own time and at their own pace.
- By sponsoring programs of educational value, such as book clubs, discussion groups, and poetry readings.
- By co-operating with other community organizations to support adult education programs.

When the adult literacy movement emerged in Canada in the 1970s, many librarians in Ontario, used to serving their patrons in an educational capacity, found it natural to take a more active part in adult education and to follow the example of their American colleagues, who had begun to offer literacy services in their libraries. To come full circle,

governments have again acknowledged a legitimate place for public libraries in adult education. The Libraries and Community Information Branch of the Ministry of Culture and Communications sponsored tutoring pilot projects from 1984 to 1986 and continues to provide access to consulting support. In 1986 the provincial government included public libraries as eligible recipients for program grants in its Ontario Community Literacy Program.

A Responsive Role

The tradition of responding to their users' needs is deeply entrenched in public libraries in Ontario. Information services, readers' advisory services, interloan networks, and databases all attest to a dedication to meeting patrons' requests for resources and information. From this tradition, inherited from the early subscription libraries, which obtained books requested by their educated members, can now be part of a rationale for providing literacy services for a less educated sector of the community.

Today, however, there is a shift in perspective: the nature of adult education has changed, and the idea of what constitutes the library's public is in the process of changing. Unlike other educational institutions, the public library does not have a curriculum; instead, it listens and then responds to the requests of individuals. It is also based on voluntary use: no one *has* to use the public library! When adults become literate, the process is centred on the learner rather than the teacher; participation is voluntary. Literacy programs work with individuals and groups within the social context of their community. This approach provides many opportunities for co-operation:

- The informal atmosphere of the library is comfortable and is suitable for many literacy activities.
- Each activity is community-based and oriented, allowing for mutual partnerships at that level.
- As there are no restrictions on membership, the library is able to respond to the resource requests of all the

participants in literacy education, including learners, tutors, program staff, researchers, and groups involved in community projects.

Opportunities for co-operation arise when libraries broaden their concept of what constitutes their public. Libraries that reach out to a wider community of interest will encounter individuals and groups that can benefit from the libraries' resources.

THE COMMUNITY LINK

Over the past two decades public libraries have engaged in a process of defining their role in society. A major topic of discussion has been the extent to which they have the responsibility to provide services to the various groups in their communities. A movement, both within the library profession and outside it, has encouraged libraries to

- move out into their communities,
- engage in open discussion with individuals and groups with regard to library services, and
- seek citizen participation in library planning and development.

The belief is that libraries should reflect the interests and needs of a wider cross section of the community and not concentrate on those who, by custom and education, are able to articulate their needs. Both the Ben Gera Study (1980) and *Project Progress* (1981) confirmed that public libraries in Canada offered services primarily to the educated and in-school populations. They also discovered that adults with grade eight education or less were basically non-users of public libraries.

Now, however, the concept of "free and equal" service is gradually becoming a reality in Ontario public libraries, which have committed themselves to serving the multicultural community, disabled persons, the elderly, shut-ins, and under-educated adults. Some libraries have developed community information services where no others exist; others are beginning to provide educational information ser-

vices. It is apparent that libraries, through careful analysis of community make-up and assessment of needs, can extend their allocation of resources to previously underserved groups in the community. In fact, literacy services provide libraries with a strong reason for reaching out to the non-users and under-users of their services.

THE READING LINK

Public libraries have traditionally been connected in the public mind with books and reading. However, it is only as an understanding of the reading process has developed that it has been realized just how vital a role they can play in helping children and adults learn to read.

Children's Reading

> *It is imperative that we let our children know there is something more to reading than practising the blendings, the vowel sounds, something more to it than questions at the end of the chapter. (Trelease, 1985)*

Reading specialists generally agree that children will have a greater desire to learn to read if they are familiar with books, have been given the opportunity to choose books that interest them, have experienced the difference between the written and spoken language, have had their experience extended by the information and ideas contained in books, have had their imagination stimulated by the magic of stories, poems, and folktales, have been read to, and see others reading. The average public library provides an environment that is conducive to learning to read. It does this in many ways:

- Through its story times and reading clubs. This includes the whole range of programs from "Books to Babies," to "Under Threes," to story hours, to summer reading clubs. Children are read to, may choose their

own books, learn rhymes and poems, dramatize stories, and so on.

- By helping children find the right book and by showing them how to use a book to find information.

- By engaging staff who know and love books and who are able to transmit the pleasure they receive from books and reading to children.

The pleasure of attending a story hour, seeing a puppet show, choosing from an array of books, and following interests through reading *should be extended to all children in a community*. Children from educationally disadvantaged families should be given the opportunity to acquire the ease with books and the familiarity with the written word that promotes literacy.

Libraries can identify the kinds of people who do not use the library and invite them to participate in their children's programs. Staff can also offer to help parents and guardians use children's materials with their families. As well, library staff should consider taking their programs out to places where people are comfortable. Bringing these children and their parents into touch with books and reading may well be one of the most natural, yet significant, contributions that libraries can make to the literacy cause.

Contextual Reading

There are other reading skills, used by accomplished readers, which library staff can help to teach. They include scanning a book for information, using an index or a table of contents to determine if the book contains useful material, and using a catalogue or database to find specific entries. Library staff should give special assistance to children and adults who are unfamiliar with these applications of reading.

Adult Reading

Help from the library is also essential for adults who are learning to read and for adults who are new readers. General reading skills are maintained and improved by plenty of reading. Many new readers become ardent readers, but since they very often live on low incomes they cannot afford to buy books and magazines. Library staff should set up procedures for meeting with learners and literacy practitioners to ascertain what kinds of books, magazines, etc. the library should be buying to meet their interests and needs, and what kind of guidance beginning readers need in the use of this material.

It is also important to discuss what can be done to help people feel comfortable in the library. The staff should be aware of the emotional, psychological, and physical barriers that discourage people from using the library and should make a conscious effort to reduce them. Again, advisory services that are provided so willingly for educated readers need to be extended to a group in the community that is often in the greatest need but that hesitates to ask for help.

LIBRARY EXPERTISE AND RESOURCES

To teach adults to read requires the skills and efforts of many individuals and groups in a community, but there are some things which library staff, from years of experience, do very well, and literacy groups can benefit from this expertise. Libraries can offer help with any of the following tasks:

- location and management of resources
- community outreach and networking
- gathering and dissemination of information
- publicity and promotion
- writing proposals for funding and assistance

Libraries can also offer to share space, equipment, and other resources with community literacy organizations. As well, the connections made through literacy activities with other professions and organizations in the community usu-

ally enlarge the number of people who know, and make use of library resources. The sharing of expertise and skills thus becomes mutually beneficial.

THE LIBRARY MANDATE

Libraries express their interest in specific issues in the statements and actions of their own organizations. They are also guided in their actions by public library legislation and the purposes they have set out for their own institutions in mission statements and in goals and objectives. A rationale for a public library role in literacy services can be determined by looking at the following:

- library organizations
- public library legislation
- public library mission statements, etc.
- other library systems

Library Organizations

Literacy services in public libraries have been endorsed by the members of the Ontario Library Association (OLA) and the Canadian Library Association (CLA), statements, resolutions, workshops, publications, and productions. The American Library Association (ALA) has legitimized a library role in literacy promotion by its substantial commitment to the adult literacy movement in the United States.

The Ontario Library Association

The OLA began its involvement in literacy promotion with a workshop, sponsored by the Ontario Public Library Association (OPLA) in 1976. The Library Literacy Standing Committee was formed in 1977 and continued until the Literacy Guild was established in 1979 at the annual con-

ference. The membership of the OLA has supported several strong resolutions on library involvement in literacy put forward by the Library Literacy Standing Committee and the guild. The OLA'S early literacy projects included the *"$500" Basic Materials List, The Simplified Ontario Driver's Manual*, popularization of the use of the international literacy symbol on spine labels, sponsorship of a publishers' conference in co-operation with the Faculty of Library and Information Science, University of Toronto, where the need for basic Canadian reading materials was emphasized, and publication of the *Literacy Newsletter*, through the Central Ontario Regional Library System (CORLS).

Literacy Guild members went out into the community to establish links with libraries and other social organizations with regard to literacy services. Close connections were established between the guild and the Movement for Canadian Literacy, the CLA, and other associations within OLA. Since then, guild members, annual workshops and articles in *Focus*, have worked steadily to keep libraries informed and to give guidance on literacy issues. In 1987 a video, *You'd Think He Couldn't Read*, was produced to help library staff identify and serve people with limited reading abilities. Recently, there has been a marked regeneration of interest in literacy in public libraries, and workshops sponsored by the guild have attracted a cross section of the membership: library staff, administrators, and trustees. This interest is indicative of the growing recognition that the promotion of literacy is a natural activity for libraries.

The Canadian Library Association

In 1978 the Canadian Library Association approved the following position statement on literacy:

> *The Canadian Library Association recognizes a responsibility to initiate, through its members, the cooperation with, support and sponsorship of programs which sponsor literacy.*

The organization based the statement on the premise that literacy is the principal means by which individuals can exercise their right to obtain and use information and knowledge in all forms. In order to fulfill its mission statement and goals, CLA must support the work of adult literacy.

The association's Action for Literacy Committee produced the August 1980 issue of the *Canadian Library Journal*, which was devoted to literacy in Canada, with particular emphasis on the participation of libraries. CLA also publishes the *Operation Literacy* series of adult literacy titles. Currently, the committee (now the Action of Literacy Interest Group) serves as an information-sharing network for interested libraries across the country. This group sponsored an extremely successful workshop at the annual conference in Vancouver in 1987. Over seventy people heard staff from libraries in Halifax, Regina, Toronto, North York, and Owen Sound describe the literacy programs in their libraries. These presentations confirmed that literacy services can work in public libraries.

The American Library Association

In the United States public libraries have always been more clear about their educational purpose, having rejected the idea of "subscription libraries" outright in the nineteenth century. Thus, when a committee of the ALA received a grant in 1964 to study public library service to the functionally illiterate, there were already fifteen libraries involved in literacy education. Since that time the ALA has continued to devote time and energy to the question of literacy and libraries by:

- Establishing committees and offices to work for the disadvantaged.
- Publishing two major books on literacy by Helen Lyman, *Reading and the Adult New Reader*, (1976), and *Literacy and the Nation's Libraries* (1977).

- Developing workshops to train librarians to establish literacy services and programs.
- Bringing together eleven national organizations in 1981 to form the Coalition for Literacy, whose dual purpose was to call national attention to adult illiteracy and to promote local literacy activities.
- Sponsoring two major conference programs on literacy in 1982 and 1984.
- Lobbying the federal government to support literacy in libraries, with the result that the government supports state library literacy programs in California, Illinois, New York, New Jersey, Kentucky, and Florida.

The association has a continuing commitment to an educative role for libraries. Currently it is evaluating its past performance to see what direction, and possible new initiatives, it should take. Whatever they are, they will likely be based on the goal of the Office of Library Outreach Services, which states:

> *Effective library services must recognize the pluralistic nature of society and address the needs of all facets of the community.*

It should be noted that many of the ALA's activities have been linked to large national objectives. Canadians too have a chance to assess their position on literacy and promote a community-sensitive role for libraries.

Ontario Public Library Legislation

The *Public Libraries Act, 1984*, enables Ontario communities to establish public libraries. Section 20 outlines the powers and duties of the library board. How a board chooses to interpret subsections (a) and (d) will determine the importance it gives to literacy services in the library. These subsections state:

A board,

(a) shall seek to provide, in co-operation with other boards, a comprehensive and efficient public library service that reflects the community's unique needs;...

(d) may operate special services in connection with a library as it considers necessary.

This legislation provides public library boards with a "unique" opportunity to establish literacy services in their libraries. It allows them to operate "special services," such as literacy programs, and it encourages them to base those on "the community's unique needs." Literacy programs are not only "special services" but in many communities they are necessary services. Library boards should at least meet with local groups interested in literacy to ascertain where they might fit into the overall provision of literacy resources and services.

Public Library Mission Statements

Public libraries indicate the roles they intend to play in their communities through their mission statements and their goals and objectives. Mission statements are a philosophical framework in which the library sets out the responsibilities it assumes toward individuals and groups in its community. Goals and objectives usually outline how the library intends to meet those responsibilities. Very few libraries spell out a clear intention to provide literacy services, but most libraries make pronouncements somewhat similar to the following. They express the intention to "facilitate informal education", to provide programs to meet "the expressed or observed needs of the community", or to act as "an alternative to and an extension of the formal education system".

These statements can all be interpreted as a willingness to assume the responsibility to extend services to the under-educated. Library boards are encouraged to examine their own words and determine if they are actually living up

to some of the obligations they have set out for their institutions.

Other Library Systems

Several public libraries in Canada and the United States have made major commitments to adult literacy in recent years. The extent of those commitments is some indication of the importance that literacy education has assumed in the library community. A brief look at the programs in Regina, Brooklyn, N.Y., and in California provides insight into the growing relationship between libraries and community literacy.

The Regina Public Library

The Regina Public Library opened a learning centre in its Central Branch in 1973, using staff to work with adults in small groups. In 1977 it launched a Literacy Volunteers of America program, in which volunteers did the tutoring, but the system continued to commit staff, resources, and space to adult literacy. By 1986 the demand for this program had increased to the point that the library board decided to make literacy services the programming priority for the system. There was a reduction in library revenues, so the administration had to reallocate staff time and operational budgets.

The literacy project was given half the scheduled time of the head of adult services, plus a significant amount of the time of the head of information services and the adult program co-ordinator's. The public relations and technical services departments of the library were also involved. Specific members of the staffs of each branch were chosen to become active in service provision, with special emphasis on including public service supervisors and programmers whose skills were adaptable to literacy services. This ensured that:

- literacy would be as integral to library operations as any other activity;
- all staff would appreciate the importance of literacy services; and
- responsibility for adult literacy service would be related to almost everyone's job.

The head of the learning centre was chosen to co-ordinate literacy activities for the system. These included staff training in literacy education, the selection of materials, and the monitoring of pairs of tutors and learners. There are now tutoring programs in all branches of the system. This new service has absorbed 3% of the library budget, but the service to adult learners in the community has increased tenfold (Dirksen, 1988). Thirteen years of contact with people who need and use the library as a literacy resource enabled the Regina Public Library board and staff to view the relationship of libraries and literacy as a perfectly natural one.

The Brooklyn Public Library

The Brooklyn Public Library's connection to adult education goes back to 1955, when it began an adult reading program in the library. Since the late 1970s it has sponsored individual tutoring, using trained volunteers in several of its branches. However, in 1985 literacy services in the Brooklyn Public Library took on a new appearance when five adult learning centres were opened. These centres were established with grants of close to two million dollars from the City of New York. The library has committed itself to assuming the running costs in future years. The centres offer:

- an extensive adult tutoring program,
- computer-assisted learning programs,
- English as a second language classes,
- new collections of basic reading materials,

- an extended collection of materials for literacy practitioners, and
- a "study tables" program.

With additional space there are many opportunities for people to meet, with the result that a student council has recently been formed. Funding for these projects permitted the library to hire three new staff members for each literacy centre. However, co-ordination with branch staff and the effect on technical services, etc. have brought the regular library staff into full contact with literacy clients and their needs. In a recent article, "The Logical Place to Acquire Literacy," Susan Malus notes:

> *Students in the program, many of whom did not even let their families know they couldn't read, are bringing friends and family members to the library. The literacy program is helping to attract the least likely to use a public library and to provide them with needed materials and services. (Malus, 1987)*

The new centres, built on the library's history of dedication to adult education, have made the Brooklyn Public Library one of the logical places in which to learn to read and write.

The California State Library

The California State Library has committed itself to a grassroots effort to reach adults who need help with literacy. "The method is to initiate a series of local adult literacy programs through leadership and coordination of California's public libraries" (Strong, 1986). The overall program is called the California Literacy Campaign. The state library provides local assistance grants to libraries, which are encouraged to work with other community groups (such as neighbourhood associations, women's, ethnic, and students' groups, and manpower offices) in organizing their programs. There are over fifty programs currently receiving support.

The literacy campaign has attracted attention to California libraries. Gary Strong, the state librarian, believes it has provided them with an additional means of explaining what libraries do and how they help people in their communities. However, he notes that the greatest benefit is not what the campaign did for the libraries, but what the libraries were able to do for the people who took part in the programs (Strong, 1986). In a study titled *How Libraries Help*, it was discovered that people who used the libraries for literacy services felt they were helped in more ways by the library than any other single group surveyed (Dervin and Benson, 1985).

Although public libraries face the continual challenge of deciding what their place should be in the community, their budgets often leave little real scope for decisions. Not surprisingly, this is a difficulty shared by many of the undereducated people in their communities. Each group knows that every bit of assistance helps and that co-operation is important! That could provide the basis for a first discussion.

3.

LIBRARIES AND LITERACY: A RESPONSE

A library can't be a living, growing, changing force without sensitivity to the character and needs of its community. (Beal, 1985)

The way in which the library decides to promote literacy should be based on an interaction with the community to be served. Yet the people you hope to reach are not likely to be library users, and very often they are unfamiliar with the kinds of information that can be found in a library or with the range of services and materials which are available. It is a challenge to put people in touch with an unknown community resource, such as the library, and to help them use it. Perhaps an even greater challenge is to be able to adapt the library for a new clientele to. Every library and every community is different, and how literacy support services develop in your community will depend on the personalities, the influence exercised by various groups and agencies, the resources available, politics, the history of the area, pat-

terns of communication, and economic and social conditions. The library should seek to understand this dynamism and provide the services that are best suited to its function in the community and to the skills and resources which it has available.

The most effective way to ascertain what the library's literacy role should be is to conduct a community literacy assessment. This will help the library put literacy services into perspective, balancing the need against what is available.

It is recommended that a literacy assessment be done before starting literacy tutoring. Possible funding sources for literacy assessments are outlined in the following. If you are unable to conduct a community analysis, the succeeding section on literacy services presents several ways to engage in literacy activities, based on interaction with specific groups in the community.

A LITERACY ASSESSMENT

Large-scale household or community surveys are not particularly well suited to an assessment for literacy, and they are expensive. A small exploratory assessment that includes the collection of statistical data, a review of studies and reports, interviews and discussions, and direct observation is more useful. Such an assessment will help to determine:

- if there is an actual need for literacy services;
- what type of services and resources are available and what are required; and
- what the library can do to support, promote, and develop literacy services in the community.

The Libraries and Community Information Branch has produced a guide, *Assessing Your Community for Library Planning*, which outlines the general procedures to be followed in community assessment. Help in planning an assessment is also available from the Ontario Library Service offices. The following information is intended to assist libraries in conducting a literacy assessment.

Initial Investigations

Before you draw up an assessment plan, there are a few things that you can do:

- Familiarize yourself with the library board's current position. Read the library's mission statement; goals and objectives; policy documents for service, collection, and staff; and any studies and reports which have been made on the library or its community. Look specifically for information on non-users, studies of facilities that are underused, and comments on the success or failure of any community outreach programs the library has sponsored in the past.
- Locate other local literacy assessments. Have any other agencies or groups conducted a literacy assessment of the community? If you do not know of any literacy groups, check with the Literacy Branch, Ministry of Skills Development, which can inform you of literacy organizations in your area and of recent surveys. Also contact the Ontario Literacy Coalition, 9 St. Joseph St., Suite 302, Toronto, Ontario, M4Y 1J6. This provincial literacy organization does developmental work across the province and may know of activities in your community. Also check with your local school boards and community college. If a community literacy survey has been done, you may only have to do a supplementary investigation to determine what the library should do.
- Locate partners. Are there any groups or agencies that would like to work with you in doing a community assessment? The Ministry of Education actively encourages local school boards to promote community literacy, and they may be willing to join you. Literacy groups that have not had the opportunity to assess the community may also welcome the chance to work with others on such a project. Contact with these people will help you to establish, from the very beginning, an atmosphere of co-operation and mutual support, which is crucial in developing a network of literacy services. If there are no programs in existence in your community, these contacts may set the groundwork for possible co-

sponsorships, in-kind support arrangements, and funding.

- Investigate funding possibilities for an assessment. Grants from the Ontario Community Literacy Program or the Libraries and Community Information Branch are two possible funding sources; others are discussed in Chapter Six of this manual.

An Advisory Group

Bring together a small group of people who share your interest in meeting the educational needs of the under-educated in the community and whose background and experience will enable them to act as advisers to the project. This group might include a member of the target population, people who teach literacy or adult basic education, individuals from supportive local agencies or advocacy groups, and a representative of the media or the book publishing industry. You will want their suggestions on such things as the types of information required, community contacts, collection techniques, and the analysis and presentation of results.

Collecting Statistics

Collect suitable data, keeping in mind that statistics often suggest a problem but do little to indicate the real needs of people. When this data is correlated, however, it provides a more dynamic image of under-education in the community than simple grade-level statistics do. Collect the following census information on your community:

- The percentage of adults 15 years and over who have grade five education or less. (Break this down by area if you serve a large community.)
- The percentage of adults 15 years and over who have less than a grade nine education.
- Their distribution by sex and by age.
- Their distribution by ethnic origin.

- The number of unemployed persons in your community, by educational level, age, and sex.
- The number of persons in your community at each income level, by educational level, age, and sex.
- The provincial and national statistics for adults who are 15 years and over with grade five or less, and for those who have less than grade nine education. (This will allow you to compare your community to others.)

Find out the school drop-out rate for your community. This figure can be obtained from your local board of education. Some will give you the percentage by school district. Determine the number of people in your community who receive social assistance. Regional Social Assistance offices can give you the number of individuals who are receiving help out of a district office. On examining the data, you may decide to assess the whole community or concentrate on neighbourhoods where a significant number of under-educated people are living.

If your library does not receive census bulletins, you may request specific information directly from Statistics Canada through their regional offices. Their *Current Publications Index* is available from the Minister of Supply and Services, Canada. (Catalogue no. 11:204F; price: $10.) Ethno-cultural and social and demographic information is available on request from the Ethno-Cultural Data Information Unit, Ministry of Citizenship, 5th Floor, 77 Bloor St. West, Toronto, Ontario, M7A 2R9. Full collections of Statistics Canada publications are available at most larger public libraries in Ontario.

Scope of the Assessment

A literacy assessment requires information on

- the resources and services, including library resources, that are available for the under-educated and those that are needed;
- participation of the under-educated in various programs, and in the community;
- the life circumstances of this group;

- foreseeable changes in the community that could affect library service and the under-educated;
- the resources and support services required by educational and community workers in the field; and
- the community's need for information on literacy.

The scope of the assessment will depend on funding, staff, and the time available. The design of the plan will be determined by what you intend to do with the data. If you are limited in what you are able to do immediately, set up a short-term and a long-term plan, ensuring that the short-term plan includes enough personal interaction with the community to allow for a realistic assessment of need. Keep in mind that you want your services and resources to be used. A plan should include the stages of the investigation with an outline in each stage of the tasks to be done, who will do them, and when they should be started and finished.

Questions to Ask

The following are examples of the types of questions, in different categories, that will help to uncover needs and determine the services and resources which are required.

Educational services and resources. These include programs for literacy, adult basic education, upgrading, skill and job training, workplace programs, and prison programs that are available and needed. It also includes patterns of participation for these programs in the community. Further questioning on services and resources should elicit answers to the following questions:

- What are the details of the programs, e.g., sponsor, philosophy, type of tutoring, curriculum, courses offered, staff-student ratio, enrolment, target audience, eligibility, fee, hours of operation, area served, attendance, waiting lists, drop-out rate, resources available, lending restrictions, and funding sources?
- What are the learners' needs and how are they being met? Are these programs offering the skills people need in order to work, to be a parent, and to function in their community?

- What opportunities do people have for participation? Are there any barriers or limitations? Are programs offered where they are needed? Is there any daycare or a transportation subsidy? Can they accommodate shift workers?
- What assistance do the staff and volunteers require - materials on community development, instruction, philosophy, materials in different formats?
- Is anyone providing referral information and advice on these programs? Is there a program network?

Library services and resources: These include library services and resources which are available and needed and the patterns of participation. The following questions should be asked:

- Are there any other libraries or organizations providing resources? What are they? How are they available to the community? What resources are needed?
- What literacy materials and services does the library have? What are the staff's talents, abilities, and interests? Does the staff have prejudices or misconceptions about the under-educated which will be detrimental to the services? How adaptable would the library be to change?
- How do people, in particular under-educated adults, in the community regard the library? What are the library's connections and networks?

Socio-economic, political, cultural, and recreational characteristics of the community. These include services, programs, and resources for the under-educated, both those that are available and those that are needed, and the patterns of participation.

- What social and community services are available? Give details of the programs, sponsors, services offered, area served, target audience, eligibility, and hours of operation.
- What opportunities are there for participation in these programs? What are the limitations? E.g., are there any programs for disabled persons and the elderly? Are they given in convenient places?

- What kinds of information do people have, and what do they need or ask for? Are brochures and pamphlets written clearly? Are literacy materials displayed? Are clients having problems following instructions?
- What resources do staff and volunteers in these programs need? What are their assumptions and opinions about literacy?
- What is the political structure of the community? Are there opportunities for participation by the citizens? What kind of government services are available?
- What are the informal support systems, e.g. family, friends, community networks, advocacy groups? What kinds of information do they need?
- Where do people live in the community? What kind of housing is available?
- Where do people work? What are the job opportunities? What are the prospects for future employment? Do people need training?
- Where do people shop, eat, and drink?
- What are the local clubs and recreational organizations? Where are the gathering spots (e.g., malls, arenas, churches, community centres) for the elderly, disabled persons, unemployed, single mothers?
- What are the means of communication: media, local papers, informal networks, etc.? How do people hear about things?
- Are local media, bookstores, and publishers aware of the illiteracy problem? Do they understand the reading difficulties of the under-educated? Is their readership declining?

Additional community characteristics

- Where are the major transportation routes? Are programs offered near them? Is there adequate transportation?
- Are there any physical or geographical barriers that limit participation in programs?
- What are the possible changes and developments beneficial or harmful that might affect the community?

The Information Available

Find out what you and your advisory group know about the subject. Consult the existing community resources for information relevant to your inquiry. These include:

- Reports from other agencies and groups that work with the targeted group, such as health and legal clinics, multicultural groups, and injured workers' groups.
- Community studies on employment, education, day-care, women's issues, etc.
- Planning department reports on topics such as population shifts, business, employment, and economic prospects; and community development.
- Newspaper articles, local histories, and local directories.

Information on social and community programs is available from community information centres, politicians' offices, and civic offices. However, to acquire a more accurate picture, you should contact the staff who are delivering the services. Contact in person is preferable, but a telephone call or letter is acceptable when time and staff are limited. This comment applies equally to educational, workplace, and skill programs. You may be able to find information in directories and brochures, but it is important to talk to the people who are tutoring, teaching, and co-ordinating the programs. They will be able to answer the list of questions about the program, as well as give you an accurate idea of the gaps in services and the needs of learners. Making these contacts will be the first step in developing referral and support services among programs and agencies.

Collection Techniques

Community "Talk" and Interviewing

Include in your assessment some opportunities for direct contact with educationally under-privileged individuals, as well as with people who interact with them fairly regularly.

You will also want to interview people who know about specific aspects of the community, especially the extent of under-education. Tape all your interviews and talk sessions, but also have someone take notes, as they facilitate analysis. Consider the following methods.

- *Target group interviews:* A selection of persons from the targeted audience relate their views on what information they have, what information they need, and what programs and services they need. Sites where the selected people feel comfortable should be chosen for the interviews (i.e. local neighbourhoods). If you are unsure where to meet people from the target group, try local clubs and organizations, advocacy groups, and educational programs.
- *Focus groups or panel interviews:* People from educational, community, and social agencies and organizations; the media; the health care system; and the prison, parole and police system tell, in their answers to a series of questions, such as the ones outlined above, what they know about the under-educated and the services which are available and needed; and how they think greater literacy would benefit individuals and the community.
- *A library staff profile group:* It is important to know what impressions the staff may have of "users" and "non-users" of the library: what they see as the limitations and possibilities of serving the non-users; how they perceive the community.
- *Workshops:* If you are pressed for resources, a workshop format will allow you to meet with all groups together. Structure it in such a way that you can present the issue of literacy to the group as a whole and collect specific impressions and information in small group sessions.
- *Individual Interviews:* You may wish to elaborate on the information acquired in group sessions by looking more closely at meanings, thoughts, and feelings. Confidentiality is often a consideration when talking with members of the target group. It is important that people understand your purpose and believe in your

neutrality. Have a clear idea of the information needed and listen carefully.

Community observation

You can use community observation to bear out statistical and reported data. To simplify the collection, devise a two-columned sheet, with the indicator on one side and comments derived from your observation on the other.

- *Community walks:* Record features of the community that you observe on walks through districts where the statistical data have reported under-education. Look for special physical features, kinds of houses, businesses and shops, drop-in and recreational facilities, schools, and churches. What kind of people are on the street? What are your impressions of the street at different times of the day? Are there graffiti or social, political, or community posters?
- *Participation in community activities:* Attending meetings and events sponsored by agencies, local groups, schools, or political parties gives you a feeling for the community. You have the opportunity to record your impressions and identify resources and expertise.

Format

The choice of format will be influenced by how you intend to present your final report, whether you want permanent access to the idea, and whether you intend to up-date the information periodically. Visual aids such as maps, charts, and graphs may be helpful. Helen Lyman's book, *Literacy and the Nation's Libraries*, includes a community analysis checklist, which you can use to keep track of where data are located (Lyman, 1977). You could also keep a record of community resources on a chart such as the one displayed in Appendix XIII.

Other possible categories for inclusion are communication, community, employment, health and medical, infor-

mation, legal, organization, personal network, political, recreation and leisure, social service, statistical, and transportation resources. If necessary, categories could be divided into subsections such as children, women, youth, elderly, and disabled persons. Index cards should be kept with more specific information, especially if there is not a referral agency, such as an information centre, in the community. In any case, you may wish to develop a referral service on educational resources, and this is an opportunity to begin collecting data.

It is worthwhile purchasing Christine Beal's excellent guide, *Community Profiling for Libraries* (1985). She offers several ideas on how to pull data together. There are a number of suggestions on mapping a profile and using enlarged census maps, street maps, and hand-drawn maps. Most interesting is a suggestion to lay clear plastic maps, indicating community resources, geographic features, etc., over a demographic map in order to provide an all-encompassing view of the community.

Data Analysis

The reason for an analysis is to find answers to the research questions that were posed, but it can be difficult to organize and interpret descriptive data. *Qualitative Evaluation Methods* (Patton, 1980) is recommended as a tool for analysis. Briefly, Patton makes the following recommendations to researchers:

- Set up a method of analyzing for content, such as an indexing or classification system.
- Search for themes, patterns, and categories that come from the data collected, rather than imposing them beforehand.
- Validate and verify results by looking for alternative explanations, negative cases, etc.
- Seek the reaction of people who are described in the analysis, to confirm its accuracy and fairness.

Report and Recommendations

In reporting your results you will want to strike a balance between description and analysis. Include enough description to convey the essential condition of under-education and the need for resources in the community, for example, by using quotations, a profile, or a case study. But remember, "an interesting and readable report provides sufficient description to allow the reader to understand the analysis, and sufficient analysis to allow the reader to understand the description" (Patton, 1980). Patton also recommends that you produce an abstract of the research report, which includes its essential findings and conclusions. Use it for political purposes and to help busy decision makers. A literacy assessment will reveal:

- the socio-economic, cultural, and political circumstances in which the under-educated live; their attitudes toward agencies and institutions in the community; how and where they can be reached;
- the current community response to illiteracy, and if that response addresses the real needs of people;
- the types of programs and resources that are needed; and
- the image of the library in the community, including its resources, and its potential for participation.

Carefully and honestly analyze where the library should complement and support community programs and where it can originate action. Recommendations should give the library a clear idea of where it can best concentrate its efforts. A library may decide:

- to promote literacy in the community at large with a variety of services and activities;
- to support other groups in the community;
- to assist a community group to establish a program;
- to join with other community groups or agencies to establish a tutoring program;
- to sponsor its own tutoring program.

Remember, whatever services the library decides to offer, the people for whom they are intended must feel comfort-

able with them. You should develop literacy services and resources which people will, in fact, use.

A LITERACY COMMITMENT AND POLICY

A decision to offer literacy services requires a commitment of staff time and other resources. Some literacy activities, of course, can be integrated into regular programs, but most services, because of the clientele involved, require a long-term commitment. This commitment should be recognized in job descriptions. In libraries which are already fully extended, this may mean that staff time and resources will have to be reallocated or that additional funds must be sought.

The library's commitment to literacy should be incorporated into library policy. This will inform the community and the staff that the library has made a deliberate choice with regard to literacy services. A policy statement outlining the library's position on literacy should be a part of the staff manual. It is important that present staff know the library's position and that new staff be given an orientation to literacy. The staff should also be made aware of any revisions and updates in policy.

Staff Sensitization and Training

Try to imagine how you would feel on entering your library if you couldn't read very well. Is the atmosphere welcoming? Is the staff approachable? What kind of directional signs are there? Is there anyone in the library that you recognize? You need information, but how on earth will you find it? Will someone help you to interpret it? In order to provide a useful literacy service, library staff must be able to see themselves and the library from the perspective of the adult who cannot read. They need to think of ways that they can adapt library services to the needs of under-educated adults. All libraries, from small to large, should introduce some form of staff orientation and training for literacy services. In smaller

library systems, the provision of literacy sensitization training for staff could be sought from, and co-ordinated by, the area OLS office. Literacy training for *all staff* should include:

- an introduction to the problem of adult illiteracy, especially in your community;
- a profile of the under-educated adult;
- information on adult learning, the reading process, resource needs, community literacy programs, etc.; and
- an orientation to library literacy policy and programs, including an assessment of your library as a place for literacy education.

Literacy training for *public service staff* should include all of the above, as well as the following:

- An introduction to literacy materials and some training in reader's advisory work (this includes helping tutors find suitable materials).
- Training in helping adult learners to use the library and to find and use all its resources.
- Training in providing an informed literacy referral and advisory service.
- Telephone referral, especially if there is a program in the library.
- The principles of "plain" writing. This relates to developing clear signs and instructions and easily read brochures on library services and programs.

Literacy training for *branch and department heads* should include all of the above, plus the following:

- Information on the development of a literacy materials collection and its maintenance, display, and use.
- Information on the techniques of literacy outreach and networking in order to engage the branch in co-operative services with other community agencies and groups.
- Information on developing a literacy referral and advisory service.
- An explanation of community assessment for literacy services.

- Ways to develop literacy-related services for all age groups.
- Ways to incorporate literacy services into regular branch programs and activities and to promote literacy in the community.

The *library administration and board* should be aware of the need to review literacy policy and procedures and find ways to ensure that staff are informed and trained. In larger systems there should be a *staff literacy resource person*, responsible for orientation and training. Smaller library systems should look to their area Ontario Library Service office for co-operation and assistance. Training should include:

- an orientation to literacy (larger systems could delegate orientation training to each branch); and
- an annual workshop to update staff on literacy materials, information services, programming ideas, and current thinking.

Those more involved should be encouraged to attend conferences, monitor the activities of literacy and educational organizations, visit local programs, take part in networks, and read literature in the field. There are many sources of information available to libraries wishing to institute literacy training:

- Local literacy groups and experienced literacy staff from local boards of education or community colleges.
- Representatives of the Ontario Literacy Coalition, the Literacy Guild of the Ontario Library Association, the International Reading Association (on the reading process), and other libraries with literacy programs.
- Staff from the Literacy Branch of the Ministry of Skills Development, the Libraries and Community Information Branch of the Ministry of Culture and Communications, and the Ontario Library Services offices.
- Videos and films such as *You'd Think He Couldn't Read*, an OLA Literacy Guild production.
- Representative literacy collections, for example, those in the North York Public Library or the Toronto Board

of Education, Adult Literacy Unit. (See Appendix XI for a list of public libraries involved with literacy.)

The addresses of many of the groups listed above can be found in the Ministry of Skills Development's publication *A Directory of Literacy and Adult Basic Education Programs in Ontario.*

LITERACY SERVICES

The following information, based on the experience of library and literacy practitioners, is intended to help you develop services in response to your community's identified needs. It covers a range of options and, though far from all-encompassing, should provide you with a sense of what is possible. However, these are only suggestions. Your best source of information and guidance remains your own community; you best resource is your own determination to make things happen. The services are divided into three categories:

- *Literacy Services for the Community*: this includes programs and services that can be integrated into regular library activities, or services that involve a reallocation of resources.
- *Co-operative Literacy Services*: this includes services given in co-operation with the literacy community. They involve training and outreach and will usually require a reallocation of resources or additional resources.
- *Library-sponsored Literacy Programs*: this will require a reallocation of resources or additional resources.

Literacy Services for the Community

The problem of illiteracy gives libraries the opportunity to show that they are a valuable educational and cultural resource, contributing in a vital way to the well-being of the community. There are many ways to keep a community focus on literacy and the needs of the under-educated.

Community Programs

Sponsor community programs on the topic of literacy. You could feature these programs around September 8, World Literacy Day, or Adult Education Week, which is in January. For example:

- Show a film followed by a panel discussion. (Hamilton Public Library showed *Don't Call Me Stupid*, followed by an animated discussion, which featured two women from the film and two participants from their local literacy program).
- Try co-sponsoring some lectures with the local home and school association, the newspaper, or a bookstore. There are many issues that involve literacy: the school drop-out rate, the effect of television on reading, how we learn to read, what resources your community needs.
- Join with other agencies and community groups to highlight literacy programs, collections, or services; or to hold open houses, displays, word games' tournaments, etc.

Regular Service

- Make literacy services a part of your everyday library services;
- Maintain files on the subject. Recommend literacy (or illiteracy) to students as an essay or project topic.
- Use display cases and tables to highlight literacy. Feature the publications and writing of local programs in the library.
- Post articles, reviews, cartoons, etc. on the bulletin boards regularly. Write your own reviews and articles for the local paper.

Reader's Advisory

Material resources are covered in Chapter Five of this manual. Included here are a few general tips for helping an adult new reader find something suitable to read.

- Start by asking about interests; interest in, and experience with, the subject.
- Be observant and discuss the material as you go along in a friendly and open manner. Don't use library jargon! Go slowly! Listen!
- Look for material that is adult in tone, not condescending or didactic.
- The writing style should be natural, with conversation sounding "right." The active voice is usually easier to follow.
- In non-fiction look for a well-organized text, where the information follows logically and is easy to find. The index should be organized simply.
- In checking the material, look for an uncluttered page with wide margins and lots of white space. Ragged right margins make the text easier to read. Sentences should be varied in length and not too complicated.
- Print should not be too small. Black print on white or yellow paper is the easiest to read. Bear in mind, too, that italics are more difficult to read than roman, "full caps" (i.e., entire words or sentences in capital letters) are more difficult than upper and lower case, and sans serif faces more difficult than serif faces. Too many variations in type style can also be confusing.
- Illustrations should complement the text. When they are well placed they can assist understanding.

As with children's materials, the more basic materials have less print, larger print, shorter and simpler sentences, and more white space.

In "Using the Public Library with Adult Literacy Students," Marguerite Weibel (1983) encourages librarians to make good use of their own collections. Some of her suggestions are poetry, which often expresses profound ideas in simple language, song books, photography and art

books, and many of the "how to" books, whose graphic illustrations assist meaning. The humorous writings of authors such as Ogden Nash and James Thurber are mature and entertaining but are often fairly easy to read.

Plain Writing

The library can take the following steps to become a focus for "plain," or "clear," writing in the community:

- Ensure that library signs, instructions, brochures, notices, and application forms are written in a clear, straightforward style. Readability principles are outlined in Chapter Five of this manual.
- Co-operate with literacy and community workers to develop a brochure outlining library services. Field-test it with these groups.
- Offer a workshop on plain writing for your community. Invite the public, health and social workers, educators, and local government officials responsible for putting out information to the community. Resource people can be located through the Literacy Branch, Ministry of Skills Development.
- Investigate the possibility of training plain-writing volunteers.

Literacy Outreach

Ensure that library programs and resources are reaching the under-educated:

- Work with community agencies and organizations, such as public health nurses, to make sure that their clients know of library programs. For example, see if they can identify young mothers who aren't aware of library story hours, etc. Try matching users of the service with non-users. Volunteers could make sure young mothers have transportation, help with registration, help in choosing books, and assistance in the use of other community resources for children.

A spin-off of this is a program in which volunteers deliver (and collect) packages of books, tapes, etc. to families identified through day-care, family services, and literacy programs, that do not use the library because they lack means of transportation or work shifts.

- Work with community groups to find reading materials that are suitable for people who do not read very well. These should include the targeted agencies, advocacy groups, and home and school associations, as well as literacy groups. Introduce materials through displays in the groups' locations, resource lists, talks to participants, and a tour of the library. Don't forget audio-visual resources. In some cases you could offer meeting space to these groups.
- Have a library display table at school and literacy open houses and at registration nights for adult basic education classes. Register people for library cards and make tour arrangements.

Reading Aloud

Stress the value of reading aloud and back it up with support programs for the community. Stress how important a familiarity with books is to becoming an accomplished reader.

- Offer programs on how to read aloud. Cover things such as expression, pace, how to tie pictures to the text, and how to discuss a book before and after reading it. Show how to use puppets, felt boards, drawing, etc. as supplements to reading. This could be a great summer program for teens, who could take their skills out into the community. Stress how important it is for fathers and brothers (and not just mothers and sisters) to read to children.
- Offer "read aloud" programs for older children, remembering to include some non-fiction. Efficient readers bring a great deal of background knowledge to their

reading, and this kind of program can help to fill the information gaps for less efficient readers.

- Publish lists in the paper or in brochures of books that are good for reading aloud. You will have your favourites, but it's worth purchasing Jim Trelease's *The Read-Aloud Handbook* for suggestions.
- Make your own "read-aloud" and "read-along" tapes for the use of literacy programs, children who need information on special subjects, etc. Talk with literacy workers and reading specialists about pace. Many of the commercial tapes are too fast. Another great project for volunteers.
- Sponsor reading nights for participants in literacy programs, where they are given the opportunity to read their own writing. Tie this in with the Ministry of Culture and Communications' Writers in Libraries program and sponsor a program of readings for budding authors.

Inter-generational Programs

Think of adding inter-generational literacy services to your library. Programs that involve the tutoring of adults will require co-operation with literacy groups, or a training source, but inter-generational programs of all kinds are a natural activity for libraries.

- Help under-educated parents to help their children learn. Start a library research program which children and parents can take together (see Appendix I for an outline). Begin with kindergarten children, and go up to grade three or four. Keep instructions simple and leave lots of time for questions and discussion. Use the film *Library World* as part of the program for the older children.
- Start a Books for Babies program in your library, where parents and children enjoy books, games, music, and films together, but aim this one at under-educated parents. Search for a sponsor to help put together a kit similar to the attractive one from the Calgary Board of

Education, *Books for Babies: A Literacy Development Program.* It is distributed to a target group and contains a sample book, a simple brochure on the value of reading to young children, a list of libraries, and an invitation to join the program.

- Set up a literacy program for parents in co-ordination with a story hour for their children. The adults receive tutoring in reading children's stories while their children participate in story hour. The local literacy program, a resource person located through one of the literacy organizations, or the school board could work with library staff to do the tutoring.
- Devise programs using any combination of adults and children reading and learning together. If you want inspiration look at Arlene Symon's wonderful film, *Close Harmony*, about young children and seniors working together. Linked skills work well in this kind of project, where learning to read can be part of a joint exploration of a subject, a building project, or a game.

Try matching teens and older adults in a short story reading group. This can be a wonderful and surprising experience for both groups. However, it requires an experienced or confident animator ("Reading and Discussion Groups," 1987).

Co-operative Literacy Services

Co-operative literacy services evolve when the library acts as a resource for literacy programs in the community by providing space, referral services for learners and tutors, or reading materials. Literacy resources are scarce, so it is important for all parties that this link to the community be established and maintained.

Community Liaison

Libraries can keep in touch with the community in several ways:

- Through a Literacy Advisory Committee. This committee could, for example, be made up of representatives of the library, community-based programs, and school and college programs. It could advise on selection of materials, referral services, etc.
- By appointing literacy contacts. These people could arrange library tours, be responsible for literacy orientation, arrange displays, book space, and find specific materials. Adults who are learning to read are much more relaxed when they have someone they feel comfortable with and can ask for in their local library.
- By joining networks and literacy organizations.
- By sitting on community literacy program boards. This helps to keep the library in touch with the literacy community while at the same time helping to legitimize the program in the community.

Space

Library space can be used for meetings, interviewing, tutoring, special events and programs, storing materials, and housing programs. Whatever the purpose, to avoid difficulties some guidelines should be established, and all staff should be informed of the arrangements.

- Try to be as flexible as possible in the provision of tutoring space. If you are able, allow space to be used when the library is closed. If space is scarce, set up an appointment book and have tutors call in to arrange and cancel. Train staff in taking telephone messages from learners. Offer space for supplies; a quite, out-of-the-way place, *far* from the children's department is the best, but is not always possible. A friendly, welcoming attitude can counterbalance most inconveniences. Keep the kettle on for tea and coffee!
- Program space is preferably located close to the street door. If this is impossible, have clear signs showing where the program can be found. Signs outside the library are also useful, showing the literacy program

entrance. Some private space is essential for interviewing, tutoring, and holding personal meetings.

- Libraries should consider the needs of the literacy programs when expanding or designing new facilities. As literacy services evolve small-group and drop-in literacy sessions are often used. These call for a different type of space. Consult the literacy staff when designing space, as there are many specific needs.
- Libraries can use their connections to help programs negotiate for space elsewhere in the community.

Referral and Advisory Services

Referral services can serve both tutors and learners. The former is relatively straightforward, usually involving posting notices, keeping some basic information on the program, and providing referral name and number. A very basic referral service for learners offers clear information on a tutoring program, with a contact name and phone number. The community program may refer learners to other educational programs.

Libraries can provide such a service by keeping an indexed file with basic information on programs. The Adult Basic Education Hotline in Hamilton-Wentworth publishes a directory of the programs in its area. Consult Appendix XII for a sample entry in the directory. The hotline indexes programs under type, i.e. one-to-one; small-group literacy instruction; literacy; Adult Basic Education; high school completion; job skills; English as a second language; programs for the developmentally and physically challenged. There is an alphabetical index by program name. The directory is arranged alphabetically by institution.

For hotline calls, programs are also listed under district. To keep the directory updated takes time. The staff encourage programs to inform them of any changes and send out a form requesting the above information each year. With some training, librarians should be able to provide a sensitive and comprehensive referral and advisory service for the basic learning resources in the community. Such a service requires four things:

- research into the programs in the community
- organization and updating of information
- ability to provide a sensitive advisory service for adults
- an evaluation process

To acquire a full sense of the programs, you will need the following details: name of program, sponsor, type of tutoring, curriculum, courses offered, whether or not there is diagnostic testing, credit on completion, staff-student ratio, eligibility, target audience, enrolment, fee, hours of operation, length of program year, area served, attendance, waiting list, drop-out rate, class size, intake procedures, materials required, whether there is a charge for materials, what materials are available, lending restrictions, daycare, wheelchair accessibility, and subsidies.

You will also want to gain a feeling for the atmosphere of the program. What are the basic operating and philosophic principles? What is the approach to the adult learner? How are learning programs established? Is it a participatory program based on the learner's suggestions as well as the tutor's? This information needs to be documented and indexed. Using a flag to indicate geographic area on subject and alphabetical listings would be helpful. Check with boards of education, community colleges, associations for disabled persons, labour councils, and the John Howard Society for programs. One source leads to another!

If the staff are inexperienced in dealing with under-educated adults, they should receive training. The aim is to question, listen carefully, and make a good match of information to client. Cost, initial testing, and flexibility of program approach can be big concerns for the adult seeking to return to a learning environment. A good educational advisory service helps people to understand the range of choices available and to make the first connection. An evaluation of the use of the advisory service in the library and of the eventual connections made to programs is necessary. Areas that require attention include the library using deposit collections, linked skills, and special services.

Using the Library

Library procedures and organization can be very complicated to new readers. Introduce the library to learners step by step, gradually adding to their confidence and ability to cope with the system. Initially you may wish to visit a literacy program, or ABE class and talk about the library and its resources. Find out what people's interests are, and discuss the variety of services a library has to offer. Hand out a simple brochure.

When new readers visit the library, carefully explain the checking out system, and show them where a book is stamped with its return date, renewals, and fines. Point out where books can be returned. Give reasons for the rules. Help them get a card. Introduce them to the types of materials that can be borrowed. Base your explanation of the library on their needs. Go through the procedures for finding materials by looking for something in an area of interest. Introduce them to the public service staff, talk about the classification scheme, do a search, show them where to find magazines, newspapers, and pamphlets. Encourage them not to be afraid to ask for help. If possible, do this over several visits, gradually introducing more complex tools.

Invite them to library programs. Show them where to find information on coming events. Make sure they know about your children's programs. Talk about books and help them to find ones they will enjoy.

Deposit Collections

Libraries can encourage the use of reading materials and assist community groups by arranging to place deposit collections in community locations. They can be a separate budget item or can be taken from existing collections. Size, content, and turnover time are best worked out on an individual basis.

Linked Skill

Work with community groups on their theme and problem-oriented projects. Contextual learning has become a large part of many programs. The library can back the programs up with materials, space, and the use of equipment, and help with the production of videos or publications. For example,

- Assemble election kits containing information on candidates, where to vote, and how to mark a ballot. If the library has a plain-writing group, it could simplify newspaper and periodical articles on election issues. Read aloud from papers in person or on tape. Sponsor a discussion group on local issues.
- Many libraries sponsor income tax clinics. Information from these clinics can be taken to the literacy program.
- Several literacy programs have started oral history groups. Many libraries have local history collections containing photographs, artifacts, etc., which should be of great interest to learners in these programs. Offer the use of the library for interviewing and taping. Help out with a publication.
- Offer help in putting together information packages on themes such as child rearing, women's health issues, or consumer issues. There are some excellent resources available in these areas, which the library could purchase, e.g. the parenting kit from the Adult Literacy and Basic Skills Unit (ALBSU) in England and *Nobody's Perfect* by Janis Catano. Many literacy programs are unaware of the excellent films and videos which libraries can provide in these areas.
- Provide technical books and periodicals for linked-skill projects in electronics, video production, photography, repairing appliances, etc. Literacy practitioners do not like to use children's materials, but there are excellent materials written for older children and young adults on these topics. Look for a straightforward delivery of facts and illustration with photographs. The learners can decide, but at least show them what is available!

- Help literacy and advocacy groups that need information on government programs or housing. Keep in touch and let them know that you can help.

Special Services

Libraries can help programs out in several extra ways. The following are some examples:

- Provide copies of publishers' catalogues, which are often hard for programs to obtain.
- Help them order, manage, and maintain their collections.
- Co-operate in the production of learners' writing and newsletters. This may vary from typesetting to desk-top publishing to simple photocopying.
- Assist in the development of literacy materials and in their promotion and distribution in the library community.
- Help with the writing of proposals for funding.
- Co-operate in joint publicity and promotion campaigns.

In the end, everything you do helps people who are often struggling on a small budget to provide a literate environment for themselves and their children. A little extra help can mean a lot.

Library-Sponsored Literacy Tutoring Programs

After conducting a literacy needs assessment, the library will have determined whether a new, or additional, tutoring program is needed in the community, and what the library will do to establish such a program. Possible partners will also have been identified. Several factors will influence a library's decision whether or not to collaborate with other organizations:

- In Ontario, libraries may apply for funding from the Ontario Community Literacy (OCL) program, Ministry of Skills Development. If the library is well known for

literacy services in the community, it may decide to operate a program on its own.

- The library may join with a community organization, using the library charitable number to apply for funds, but collaborating in the operation of the program. This may evolve into a community-based program with a separate board.
- The library may join with the local board of education, or community college and other community agencies to form a literacy coalition. Again, the coalition may use the library to apply for funds, or it may set up a separate charitable organization. (School boards and community colleges both have ways of contributing to community literacy, but neither is eligible for OCL funding.)

There are pros and cons in each arrangement. Base your decision on the learning needs of the adults in your community. A co-operative program provides a broader base of support and greater stability, but it is important to agree on philosophy before entering into agreements. The questions you should consider involve tutoring methods, the outlook of the adult learner, and program design and participation.

Tutoring Methods

Some tutoring methods are more structured than others, some emphasize specific reading and writing skills more than others, and some interpret literacy in a wider social context.

- *The Laubach method* is based on a programmed approach to reading, beginning with basic phonics and grammatical structures and progressing in a lock-step manner through a series of prescribed texts and workbooks. Exercises are based on the principles learned. Training is offered to tutors in using the method. Recently, these programs have been encouraging a more varied approach to the use of materials and the learners' experience. Laubach Literacy Action is an international organization that offers assistance and training to affiliated groups.

- *Literacy Volunteers of America (LVA)* bases its program on five teaching strategies: the language experience approach, phonics, word patterns, sight words, and context clues. Tutors are trained in motivational strategies, the selection and development of materials, lesson planning, and the use of a diagnostic instrument that tests for strengths and weaknesses in reading ability. The choice of strategies is based on the results of this test. The emphasis is on developing reading skills. LVA is an international organization that offers assistance and training to affiliated groups.
- Frontier College's Student Centred Individualized Learning (SCIL) program bases its tutoring methods on the experience and learning needs and styles of individuals rather than fitting them into a predetermined program. They emphasize the strengths of the learner and extend literacy into an interaction with the community, helping people gain skills that will allow them to enjoy the rights and privileges of society more fully. Training is based on helping tutors understand society's attitudes toward learners and on developing teaching strategies. Information on Frontier College's training can be obtained by writing to them at 35 Jackes Ave., Toronto, Ontario, M4T 1E2.
- Ontario community-based literacy groups have developed training programs based on an understanding of the adult learner and the specific needs of participants. Literacy is often seen as more than the ability to read and write. These groups concentrate on helping people become literate enough to participate more fully in the community. Many of these programs are dedicated to learner participation in all aspects of the program, including management. The methods used include theme, linked-skill, group, and drop-in instruction; and one-on-one tutoring. Training support in this method is available from the Literacy Branch, Ministry of Skills Development. The Branch has prepared a *Resource Guide for Literacy Practitioners*. For a free copy of the guide please contact the Literacy Branch, 625 Church St., 6th Floor, Toronto, Ontario, M4Y 2E8.

It is important to discuss what the starting points of a program will be. Will the emphasis be on learner-identified goals and requirements or on staff or institutional goals? Will tutors and learners be considered active participants in the program, or will their ideas and suggestions be secondary? Will there be various formats for learning: group, one-on-one, drop-in, contextual? Will the program strive to acquire a physical space conducive to learning and literacy?

It is important that your partners share your view of the adult learner. Questions you might discuss include the degree to which adults should have control over their own learning, whether the learning materials to be used should be adult in content and reflect the life and experience of potential learners, and whether learning should be rooted in the concrete experience of adults or be of the postponed and sequentially developed type found in most curriculum-based courses.

4.

LIBRARY LITERACY PROGRAMS

Public libraries have responded to the need for literacy tutoring programs in their communities in several ways, which can be grouped under the basic headings of library-operated, library-sponsored, or library-supported programs. For a list of public libraries involved in literacy services see Appendix XI.

Library-operated programs are programs operated by the library, which is responsible for the program, administers funds, hires staff, etc. In Ontario they have evolved into two basic types: programs that use an eclectic tutoring method and programs that use the Laubach method.

Library-sponsored programs, which can take various forms, are community-based programs that the library co-sponsors with other agencies. The library provides a variety of in-kind support and is usually represented on the board or on an advisory committee of the program.

There are several libraries that assist literacy programs in their communities by providing various types of in-kind support. The Toronto Public Library, for example, has recently approved a system-wide literacy service. Under the direction of a literacy co-ordinator, the program will provide for area literacy facilitators to assist branch libraries in developing literacy services to meet the specific needs of their communities. A comprehensive support system will help libraries to develop and promote their collections, set up literacy information and referral services, assess their communities, establish tutoring programs, and determine ways of co-operating with community-based programs. Such a program will enable the Toronto Public Library to provide a basic literacy service, as well as promote community literacy by operating, sponsoring, or supporting literacy programs, as appropriate. At present they are involved in each of these activities in an unco-ordinated fashion; e.g. the Gladstone Branch operates a literacy program, the Parkdale Branch sponsors Project Read, and East End Literacy is given space by the library.

LIBRARY-OPERATED PROGRAMS

Public libraries were among the first organizations to recognize and respond to a need for community-based literacy tutoring in Ontario. Beginning with the establishment of the North York Public Library Literacy Program in 1978, these programs have grown both in number and scope. Today there are several good examples of library-operated literacy programs across the province. Brief outlines of some of the programs follow.

Eclectic Tutoring Programs

These programs use a wide variety of tutoring methods and have developed different kinds of programs in response to the individual needs of clients and to the community in which they are situated.

- The North York Public Library Literacy Program

Origins: In April 1978, as a result of the interest and concern of library staff, a part-time literacy co-ordinator was hired for a three-month trial period. Initially all tutoring was done by this person, but within a year the program was being run by volunteers. The first training was patterned on that of the Literacy Volunteers of America.

Program: The choice of materials and instructional method is based on the requirements of the learner. Tutors are trained to work with an urban, multicultural, Canadian community. Staff have recognized the need to involve learners in the orientation and training processes. The training uses examples to show tutors how they can work with their learners. Initially only one-on-one instruction was available, but now there are also drop-in sessions, small groups, and computer-assisted learning opportunities.

Literacy Staff: The permanent literacy staff in the North York program now numbers four persons. The staff has grown in response to a developing awareness of the literacy needs across the community. There are now programs in four library sites. The co-ordinator has taken advantage of government grants to bring more staff into the program. The library's mission statement was used to convince the library board that permanent literacy-oriented staff positions were required. The board was asked to meet its commitment to assist citizens "in gaining control over their own environment." Currently, the literacy program has three staff working on six-month contracts, helping to develop materials and computer literacy instruction. Union-management agreements limit contract positions to six-month periods. Funding for these positions came from the Ontario Community Literacy grant program, Ministry of Skills Development. Staff are hopeful that the library board will, once again, respond to the pressing need for additional literacy services in North York by hiring new permanent literacy staff.

Library Staff: Library staff were originally given an introduction to the literacy program and literacy collections. The literacy program staff find that the program has to be re-introduced to the library staff periodically. Obviously, in branches where there are programs, staff are more aware of literacy needs.

Literacy Collections: The library has made a strong commitment to the acquisition of literacy resources. Funds have been budgeted for literacy materials since the inception of the program. The four programs each keep separate collections, and all branches have literacy materials. (The use of the collection is uneven, and some branches need to display their collection in a different way.) The collections are separate from the general collection and are marked with the International Literacy Symbol. The collections in the programs are separated into three reading levels, reference materials, and tutor resources. The Dewey decimal classification system is used for shelf arrangement. The library takes advantage of Project Grants Program funding for literacy materials available through the Libraries and Community Information Branch, Ministry of Culture and Communications.

Library Support: The strength of the North York Public Library's commitment to literacy services is evident by its financial support of the program. Staff, collection, supplies, space (the Central Branch has new, attractive literacy program space, which was designed in consultation with program staff), cataloguing, publicity, budgetary, and some secretarial services are provided. Staff are frequently sent to conferences and are given the opportunity to participate in literacy organizations. Interestingly enough, because of this support, staff sometimes feel that they are not as closely connected to community organizations as are some other programs, where collaboration is necessary for the survival of the program.

Other Features: The program has produced several publications of learners' writings, and the bibliographies

Leading to Reading I and II. At present it is revising its tutor training manual. Staff have been interested in computer-assisted learning for several years and have used and developed a wide variety of resources in this field.

North York Public Library literacy program staff have been active in the literacy community, contributing their expertise to the Literacy Guild of the Ontario Library Association, the Movement for Canadian Literacy, Metro Toronto Movement for Literacy, and the Ontario Literacy Coalition. They have given workshops, written articles on literacy, and helped programs by giving the initial tutor training sessions. The North York Public Library was a co-sponsor of the Literacy Alert Symposium in April 1987, and its staff produced *A New Start: A Bibliography of Adult Literacy Resources* for the symposium.

- The Hamilton Public Library Literacy Program

Origins: A committee of Hamilton Public Library branch heads believed that the library should be involved in literacy services. The library board accepted a task force report recommendation supporting the operation of a literacy tutoring program based in the library. In 1981 a part-time co-ordinator was hired, and the program began operation in the central branch of the library.

Library Statements on Literacy: In 1982 a goal was published, in which the library determined to

> *Promote library service directed to the special needs of different sectors of the community:*
> *1) children*
> *2) seniors*
> *3) disabled*
> *4) illiterates*

The specific literacy objective was

> *To increase literacy in the community through programming and the development of literacy print and non-print collections.*

Program: The library operates a one-on-one, needs-based volunteer program. The initial training was given by Frontier College, but the program staff now train their own tutors. This program has extended into the Barton and Kenilworth branches. The Barton Branch also houses an Ontario Basic Skills literacy program. The Picton Branch offers a part-time, one-on-one literacy program, sponsored by the separate school board. The library extended its literacy services after a demographic study revealed that the districts served by the above branches had the highest rates of illiteracy in Hamilton.

The library is a member of the Hamilton Adult Basic Education Association, part of an interactive system of referrals and placements. In 1987 the library decided that its program should concentrate on people who needed to learn basic reading and who were not literate in another language. Initially there was a drop in enrolment, but the library now believes it is serving a very important educational function in Hamilton, as a feeder system to other programs. Many of their current learners are native Canadians.

Literacy Staff: In 1985 the literacy co-ordinator became a full-time position. The library has consistently taken advantage of government grants to supplement permanent staff. Summer grants provided additional clerical help in 1986 and 1987. In 1987 the library received funding from the Ontario Community Literacy Program for one full-time staff person to run the Barton and Kenilworth programs.

Library Staff: Library staff initiated the literacy program and have remained supportive. In May of 1988 staff were given workshops to update them on the programs and help them to give sensitive service and referrals.

Literacy Collections: Literacy collections are kept separate from the general collection and are identified by the International Literacy Symbol. The adult basic reading collection is separated into reading levels. The Central

collection is clearly identified with large banners to assist tutoring pairs. Recently, the collection classification system in the Central Branch was simplified to provide easier user access. The loan period for literacy materials is flexible, with unlimited renewals. There is a regular literacy materials budget.

Library Support: The Hamilton Public Library is one of a handful of libraries in Ontario that have stated their commitment to literacy in their goals and objectives for service. It provides space for literacy programs and an adult basic education hotline. One full-time co-ordinator and some secretarial, publicity, technical, and budgetary staff are provided. Day-to-day operational funds are provided. Staff are given financial assistance to attend conferences.

Other Features: Literacy and library staff are very active participants in the Hamilton community literacy network. Each year they sponsor literacy workshops in October and January. They do excellent programming for International Literacy Day in September, and they publish a lively and informative newsletter. They also contribute to the Literacy Guild of the Ontario Library Association, the CLA Literacy Interest Group, and other literacy organizations.

- The Leading to Reading Program - The Owen Sound Public Library

Origins: The Leading to Reading Program began in January 1983, in response to interest among the library staff. An eclectic method was chosen as a result of the staff's attendance at a regional library workshop presented by the Literacy Guild of the OLA. Two staff members were hired with funds from a Ministry of Employment and Immigration employment grant to run a volunteer-based literacy program.

Program: The program provides one-on-one tutoring based on individual needs. It has evolved in response to

the small-city and rural community in which it is situated. Tutors are trained by the staff and are taught to use materials and methods that are relevant to the learners. Additional workshops are provided to assist tutors in meeting identified needs. Tutoring takes place in the library, church halls, schools, homes, etc. The program is a participatory one, with learners and tutors serving on committees, arranging social functions, and assisting with orientation and program contacts. It has excellent community connections and good confidential referral systems. The program founded, and continues to participate in, the Grey-Bruce Literacy Network.

Literacy Staff: The literacy staff have always been sustained by outside grants. Federal government grants supported the program for the first two years. In 1984 the Libraries and Community Information Branch provided pilot project funding for one staff member. In 1986 the Ontario Community Literacy grant program provided core funding for an additional part-time co-ordinator. This position has recently been terminated owing to lack of funds. Small additional funds have been acquired from local organizations, private donations, and fund-raising activities. Understandably, this has not allowed for consistent planning and staff stability.

Library Staff: The library staff get along well with learners and tutors. They are familiar with the literacy collection and are able to make sensitive personal and telephone referrals to the program. They are aware of the need to take time and care in registering literacy students and outlining library rules and regulations. The literacy program maintains continual contact with library staff, informing them of the successes of literacy learners, and telling them what materials should be added to the collection.

Literacy Collection: The literacy collection is separated from the general collection and marked with the International Literacy Symbol. It is housed in a prominent, well-signed

space in the library. As well as material for learners, there is a good selection of materials for tutors. Staff materials are housed in the literacy program office. Learners' materials are divided into five categories and colour-coded. Literacy staff have carefully assessed the library collection and make good use of it.

Library Support: The library gives the literacy program private space in the lower level of the library; provides bridge funding between grants and is reimbursed when funding is received; and provides accounting, budgeting, some secretarial, and publicity assistance. The community services librarian oversees the literacy program. The library takes advantage of the Projects Grants program - Collection Development category for literacy materials, available through the Libraries and Community Information Branch. Staff are also given the opportunity to attend conferences. Despite six years of literacy services for the community, the library board has not yet included literacy staff salaries as a regular line budget item.

Other Features: The staff of the literacy program have provided training and start-up assistance to several new literacy programs and have drawn up an organizer's guide and bibliography to assist literacy programs. The staff also worked on a draft of this manual. The literacy co-ordinator has given several workshop presentations on developing and using literacy collections, program training, and program development.

- The Richmond Hill Public Library Literacy Program

Origins: This program began in 1980 as a result of interest on the part of the library staff in providing literacy services. The original training was based on the Literacy Volunteers of America program.

Program: The program is a needs-based, volunteer literacy program. Tutor-training workshops are provided by the

North York Library Literacy Program. There is a library staff person who devotes one-third of her time to co-ordinating the program. This includes interviewing, matching, assisting tutoring pairs, and providing suitable learning materials.

Literacy Staff: The literacy co-ordinator is a one-third-time staff position. Program development and outreach are limited by the lack of time.

Library Staff: The library staff have a good attitude toward literacy clients. They make sensitive personal and telephone referrals, and are able to provide guidance in the use of the collection.

Literacy Collection: The literacy collection is separated from the general collection and is identified by the International Literacy Symbol. Its location is not ideal, but program participants use it regularly. Literacy staff have indexed the Ontario Times and the local newspaper for the use of literacy tutors and learners. Funding from the Ontario Community Literacy grant program was used to update and round out the collection.

Library Support: The library supports the literacy program by providing staff, space, a collection budget, supplies, bookkeeping services, and some secretarial and publicity help. Literacy staff use the library office for interviewing, etc. Library space for tutoring is becoming difficult to find. The board room and offices are used when privacy is needed. The staff person is given time to participate in conferences and organizations.

Other Features: Literacy staff have seen positive advantages to using the library for a literacy program. Learners feel comfortable in the environment and frequently borrow cassettes and films, as well as books. They also attend library-sponsored programs on topics of interest and bring their children to library events.

- Schreiber Public Library Literacy Program

Origins: The literacy program was initiated by the library board, which was influenced by information acquired at a literacy conference. It is operated by the library but co-sponsored by Project Mayday, an organization concerned with educational issues for women. It received funding from the Ontario Community Literacy grant program and began operation in May 1986.

Program: The program is needs-based and community-oriented and uses volunteers for tutoring. It is responsible to a literacy advisory committee of the library board, which has representation from Project Mayday, tutors, and learners. A part-time co-ordinator interviews, matches, and assists tutoring pairs. Program development, publicity, and collection development are all a part of the co-ordinator's duties. Initial tutor training was purchased from the Leading to Reading Literacy Program of the Owen Sound Public Library, with assistance from the Ontario Community Literacy grant program. Conference attendance and travel are covered by the OCL grant.

Literacy Staff: There is one part-time staff member, currently paid for a 20-hour week, but most likely working longer hours.

Library Staff: Library staff are in favour of the program and assist as well as they can within the confines of limited hours and budget.

Literacy Collection: A collection budget was part of the Ontario Community Literacy Program grant. Staff of the Terrace Bay Public Library and the literacy co-ordinator are co-operating to develop a literacy collection relevant to a northern community. The literacy collection housed in the Ontario Library Service North - Thunder Bay office has also served as a useful guide.

Library Support: The library provides space for tutoring, allowing the program to use the library after hours. Telephone and postage are covered by the library. The town provides in-kind assistance with budget and accounting procedures as well as insurance for the program.

Other Features: The Schreiber Public Library has taken advantage of Ontario Community Literacy Program grants and accepted the challenge of providing a community-based program using library space and resources. Literacy staff belong to the Northwest Ontario Literacy Network (NEON) and offer assistance to other small communities in developing literacy services.

- Other Libraries

  Iroquois Falls Public Library and Atikokan Public Library are developing similar programs with the assistance of the OCL Program. Several other libraries are interested in serving their communities in this way, if funds can be obtained.

Laubach Literacy Programs

These programs are operated through the library and use the Laubach tutoring system.

- Windsor Public Library Literacy Program

  Origins: The program was started in 1981 on the recommendation of a staff task force proposal, which was accepted by the board.

  Program: The program follows the Laubach method of tutoring; volunteers are trained in the method and use Laubach materials. Tutor training is purchased from a Laubach representative in London, Ontario, three to four times a year. A co-ordinator, employed by the library,

matches tutoring pairs. Tutoring is done in the library and in sites across the community. The program is well connected to the literacy network in Windsor. Referrals are made to basic education and skill programs.

Literacy Staff: A literacy co-ordinator hired for 16 hours a week is responsible for 108 pairs.

Library Staff: Library staff are familiar with the program and can make sensitive referrals and direct learners to literacy materials.

Literacy Collections: The literacy collection is kept separately from the general collection and is marked with the International Literacy Symbol. There is a good collection of supplementary materials. The library has developed a literacy collection policy to ensure that the collection is maintained.

Library Support: The library provides space for the co-ordinator, the Laubach materials, and tutoring. They purchase the Laubach materials, so there is no cost to tutors or learners. The library covers the cost of training tutors. A computer and office furniture were acquired with an OCL grant. The library offers secretarial assistance and some help with publicity and processes literacy materials.

Other Features: The literacy program is a "high-profile" program for the library. Literacy staff keep in touch with other community organizations.

- Other Libraries

Stratford Public Library runs a smaller-scale, but similar literacy program, using the Laubach Literacy method and materials and library staff to co-ordinate the tutoring pairs.

Lincoln and St. Marys Public Libraries run Laubach programs and have received funding from the OCL Program for the co-ordinators' salaries.

LIBRARY-SPONSORED LITERACY PROGRAMS

The co-sponsored program has also proved to be a successful approach for libraries that wish to become involved in literacy services. Collaboration with other organizations helps to keep the library in touch with its community, and libraries that cannot afford to support a program by themselves have the opportunity to contribute to literacy. Co-operation between sponsors can also benefit the learners.

- The Peel Literacy Guild: The Brampton, Caledon, and Mississauga Public Libraries.

  Origins: The staff of the Mississauga Public Library began a process that culminated in the founding of the Peel Literacy Guild in 1981. The library supported an investigation to determine what it could do to promote literacy. A decision was made to co-sponsor a literacy program. The co-founders were the Mississauga Public Library Board and the Dufferin-Peel Separate School Board. An advisory committee consisted of representatives of the above and of Employment Canada, Youth Employment Services, the Peel Board of Education, Peel Social Services, and the local Probation and Parole office. The Brampton Public Library joined a year later, and the Caledon Public Library in 1987. The original phone-in number was the library number. Initially, staff were paid by a grant from the Department of Employment and Immigration. Now the Guild is incorporated, operates two tutoring centres, and has a community board with additional representatives from labour, the public health unit, Community Living, the Mississauga Hospital, the community college, the program, and the general community.

  Program: The program is needs-based and community-oriented. The original tutor training was provided by the North York Public Library Literacy Program and Metro Toronto Movement for Literacy. The program now provides its own tutor training. Tutors have always been paid a nominal amount. There are four additional workshops

each year. One-on-one and small-group literacy are offered.

The office in Brampton serves the Caledon and Bolton communities. A separate office serves Mississauga. The Peel Board of Education provides financial support, based on a tutoring-hours formula. The guild currently receives its main financial support from the OCL Program. Other funds are received from service clubs, local businesses, memberships, and fund-raising events such as bingo and book sales. The board, staff, tutors, and learners assist with fund raising.

Literacy Staff: There are three full-time and five part-time staff (equivalent to three full-time positions). Salaries are paid jointly by the Peel Board of Education and the Guild.

Library Staff: Each of the three participating libraries sends a representative to the Guild board. These people also provide a link between the library and the Guild. The Mississauga Public Library recently formed a library guild advisory committee as part of an effort to rededicate its libraries to a sensitive and supportive literacy service. The staff of the Caledon and Brampton Public Libraries meet regularly with Guild staff to discuss collection development and literacy services.

Literacy Collections: All participating libraries have literacy collections that are separated from the general collection. The International Literacy Symbol is used. It is realized that staff need continuous training and assistance if these collections are to benefit the under-educated in their communities. This process is beginning to occur.

The Brampton and Mississauga libraries have deposit collections in the Guild's centres. Caledon staff are working on a classification and reading level system. All the libraries take advantage of the Project Grants Program to assist in the purchase of literacy materials.

Library Support: The library provides space for tutoring, deposit collections, publishers' catalogues, the use of

equipment, referrals, and publicity. A percentage of staff time is given to Guild activities. Library staff are sent to conferences and participate in workshops.

Other Features: The library is part of a network of literacy services in the region. Library staff are aware of the need to respond to literacy problems in their community, which the program helps to identify.

- Other Libraries

The Kingston Public Library was the first library in the province to be involved in a co-sponsored program. In 1977 the library began a program with its board of education and community college. The library now houses the Kingston Literacy Program, which has evolved into a community-based program.

Parkdale Project Read has gone through a similar evolution. The Parkdale Branch of the Toronto Public Library began the program in 1980 and operated it with library staff for several years. In 1986 it became a community-based program, housed in the Parkdale Branch. The library still gives the program staff hours and financial and other help with its collection, and there is a library representative on the board.

Project Read is an excellent example of a community-oriented, needs-based program that has responded to a changing community need.

The Halton Hills Public Library co-sponsors the North Halton Literacy Guild, a needs-based, one-on-one tutoring program, with other community organizations. The library provides space for tutoring and meetings. The chief librarian is active on the Guild's board, helping to develop a constitution and by-laws, and the program format. The library is building up a literacy collection. It also makes referrals and helps with publicity.

LIBRARY-SUPPORTED LITERACY PROGRAMS

Public libraries have chosen several ways to support literacy programs in their communities.

- Program Space

  The Toronto Public Library provides space for East End Literacy and Parkdale Project Read. Kingston Public Library houses the Kingston Literacy Program. Peterborough Public Library provides space for the Trent Valley Literacy Association. The Crouch Branch of the London Public Library provides space for adult basic education and literacy classes.

- Office, Collection, and Meeting Space

  Burlington Public Library provides good support for a Laubach program by keeping the program materials on site and giving space for meetings, training sessions, and tutoring. The library originated the program in the community in consort with Laubach. There is a staff contact person for the program. The library publicizes the program in its publications. Oakville Public Library has a similar arrangement, but it is in need of revitalizing. There are several other libraries that provide support for Laubach Literacy Councils in their communities (Barrie, Midland, Orillia, and Bracebridge, to name a few).

- Tutoring Space and Program Referrals

  Libraries across the province provide space for tutoring and refer both tutors and learners to the programs. In addition to the above libraries there are Oshawa, Georgina Township, Timmins, Parry Sound, and the list is growing!

- Collections

  Libraries have become aware of the need to collaborate with outside programs in developing literacy collections.

Recent examples are Thunder Bay, which is organizing a resource collection in co-operation with organizations that teach literacy. Peterborough Public Library has a good relationship with the staff of such programs with regard to collection development. Mississauga, Caledon (Bolton), and the Kingston Public Libraries are other examples. Several libraries leave deposit collections in literacy programs; e.g., Toronto Public has deposits in Toronto Alfa and St. Christopher's literacy programs.

- Advisory Committees:

  Many libraries are represented on advisory committees to literacy programs and networks; examples are Burks Falls, Kitchener, Etobicoke (LAMP), and Peterborough.

- Promotion, Publicity, and Publications:

  Public libraries are very willing to provide publicity for literacy programs in their communities by posting signs and publishing advertisements in their publications. The Toronto Public Library aided Project Read in the recent publication *My Story*.

- Other Support

  Parry Sound has helped establish a literacy program in its community by making application to the OCL grant program on behalf of the program. The Moosonee Public Library provides a similar service for the literacy program in its community. The Kitchener Public Library is compiling a directory of literacy and adult basic education programs in its area.

  The Ontario Library Service has offered workshops on literacy services. Area office consultants are also providing assistance in the development of literacy collections. The OLS area consultants are available to help member libraries respond to illiteracy in their member libraries' communities.

5.

LITERACY RESOURCES

The most powerful resource of any learning environment are the people in there doing the learning. (Delay, 1983)

Public libraries, as open and flexible community institutions, are uniquely situated to help all the participants in adult literacy services find the resources they need. Those participants include:

- literacy program staff, adult educators, and literacy researchers,
- tutors and animators, and
- adult new readers, both independent learners and participants in programs.

As well, you should be aware of the need to collect, display, highlight, and review materials that inform the general public about the problem of adult illiteracy, particularly in your community. Adults who don't read very well are helped

considerably if the community appreciates the difficulties they have with print. A community that is aware of the extent of the problem, its diversity, and its personal effects may be more encouraged to look for ways to address it.

Large and medium-sized public libraries should endeavour to develop extensive literacy collections for the use of the community. They could be used for research, by branch libraries in the system, by local programs, and by learners. Such libraries could also:

- present exhibitions, with sample copies of materials available for inspection by library staff and community and educational workers;
- collect publishers' catalogues and the publication lists of organizations and have them available for the staff and literacy workers;
- provide a venue for locally and regionally produced materials;
- co-ordinate workshops on the writing of literacy materials and on topics such as "plain" writing; and
- publicize materials that are considered to be of value in the field.

Libraries in communities that have a literacy project or where there are adults who need literacy services should establish lending collections. Small libraries and libraries with small budgets can work co-operatively with others in their area by pooling their resources. Project grants for literacy materials, which are available through the Libraries and Community Information Branch, provide libraries with matching funds for expenditures of at least $100.

It is recommended that literacy advisory committees be established to provide liaison between the library, community groups, and educators. These committees ensure continuing contact and allow discussions between concerned groups to take place regularly.

Literacy networks have been established across the province. Examples are the North Eastern Ontario Network (NEON) and the North Western Ontario Network. The Ministry of Skills Development's *A Directory of Literacy and Adult Basic Education Programs in Ontario* contains a com-

plete list of the networks across Ontario. Links could be established on a regional basis between libraries and these groups.

SOURCES OF MATERIALS

Bibliographies

- *Adult Literacy: An Annotated Bibliography.* The International Reading Association, Box 8139, Newark, Delaware 19714.
- *Books for Adult New Readers.* Project: LEARN, 2238 Euclid Ave., Cleveland, Ohio 44115

  An American publishers' list is included.
- *A New Start: Adult Literacy Resource Materials.* Libraries and Community Information Branch, Ministry of Culture and Communications, 77 Bloor St. West, Toronto, Ontario, M7A 2R9.

  Canadian materials are reviewed in this publication.
- *Resources: A Guide to Materials in Adult Literacy and Basic Skills.* Adult Literacy and Basic Skills Unit, Kingsbourne House, 229-231 High Holborn, London WCIV 7DA, England.

  This guide is particularly useful, as it includes reviews by practitioners. It also contains a list of British publishers and literacy programs.
- *The Vital Bibliography: A Basic Collection of Books and Learning Materials for an Adult Literacy Program.* Vital, Monroe County Public Library, 303 East Kirkwood, Bloomington, Indiana 47401.
- *Getting Started: Adult Education, Reading and Writing.* The Literacy Assistance Center, Inc. 51 Chambers St., Room 510, New York, New York 10007.

  An annotated list of bibliographies of American literacy materials.

Use bibliographies with caution. For instance, order sample copies of a listed series and test them with users and programs in your area. Your material should be suitable for your public.

Organizations Publishers, and Distributors

To help you order literacy materials and publications in associated fields, a list of adult education programs and related organizations, publishers, and distributors of literacy and literacy-related materials has been compiled by the Curriculum Working Group of the Metropolitan Toronto Movement for Literacy (MTML): *Where to Buy Adult Literacy Materials* is available for purchase from the MTML. Libraries should use bibliographies and publishers' lists in consultation with practitioners and adult new readers to create a collection that will meet its users' needs.

Reviews

The following publications regularly review materials useful in literacy programs:

- *ALBSU Newsletter*, ALBSU
- *The Written Word*, Contact Literacy Center
- *Literacy/Alphabetisation*, Canadian Movement for Literacy
- *Literacy On The Move*, Ontario Literacy Coalition
- "Adult Basic Education Materials," *Booklist*
- *Pivot*, The Reader Development Program of the Free Library of Philadelphia
- *Adult Literacy and Basic Education*, Eric Reports reviewed
- "Resources," *Lifelong Learning in Ontario*

Carefully search newsletters and literacy publications for current materials. If you find a reliable source, pass the information on to others in the field.

Exhibitions, Displays, and Other People

Always look in the displays at conferences and workshops for materials that you may never see reviewed or in a bibliography but which may be suitable for your public and their

specific needs. Talk to other practitioners about the materials they are using and make note of the titles and the addresses of programs, publishers, and distributors.

The Community

Your own community is one of the best sources of literacy materials. Try to collect the following materials:

- Pamphlets and brochures from governments and local social, health and community agencies. Obtain numerous copies to give away. Put your program on their mailing lists. Good up-to-date information on government and local programs can be vital to your literacy learners.
- Maps, guides to local sights, etc. These items are often distributed by garages, city halls, and local politicians.
- Application forms, banking materials, tax forms, sample contracts, etc. Pick them up wherever you go.
- Gardening, automotive, audio-visual catalogues, etc.
- Brochures from boards of education, libraries, community colleges, and parks and recreation departments about their programs and courses.

Some Other Sources

There are many excellent ERIC Reports available in the field of adult literacy. These are indexed and can be ordered from the ERIC Clearing House on Adult, Career and Vocational Education in Columbus, Ohio. The Ontario Institute for Studies in Education (OISE) keeps a microfiche collection of these documents in its resource library.

The Independent Learning Centre of the Ministry of Education provides resources and telephone assistance to learners and tutors who register in its basic literacy and adult basic education upgrading courses. Printed materials and tapes are sent to individuals who are willing to tutor learners in basic skills. Two free phone calls a week are allowed if clarification or assistance is required. For more

information contact the Independent Learning Centre, 909 Yonge St., Toronto, Ontario, M4W 3G2. Libraries may wish to help find tutors or assist with supplementary resources for these courses.

If you follow up on the bibliographies and reference reading lists in books and articles on literacy, you will make some interesting finds.

A Provincial Literacy Resource Centre

Lack of information on many of the literacy materials published by small presses in Canada, the U.S.A., Britain, and Australia and around the world has slowed down the acquisition and cataloguing process in libraries and added considerably to the cost of these materials. A provincial resource centre for the purpose of helping libraries and literacy programs develop their collections would alleviate many of the current problems of obtaining and cataloguing literacy materials.

RESOURCES FOR LITERACY PROGRAM STAFF

The teaching of adult literacy is comparatively new, and people working in the programs have a tremendous need for information and resources in order to develop their practice. There is also a recognition that research is needed in many areas if programs are to understand and respond to the needs of under-educated adults. Once again, library staff can determine, through discussion with community literacy workers and educators, what type of materials will benefit their practice. Collecting information in the following areas should be considered.

Community Programming Materials

This includes materials on such topics as community assessment, program planning and development, communi-

ty boards, volunteer recruitment and participation, staff and management models, program evaluation, promotion and publicity techniques, and fund raising. The resource library at the Canadian Centre for Philanthropy in Toronto has an excellent collection of relevant materials. It also publishes brochures on its publications and lists of materials.

There are many useful government publications on this subject, e.g. *Working With Volunteer Boards*, available from the Ministry of Citizenship. Scan government publication checklists carefully.

Local chapters of such organizations as the Elizabeth Fry Society and the Volunteer Bureau can often recommend useful titles. Ask for samples of their constitution and by-laws for your files. Also see if local advocacy groups have used specific guides and manuals that might assist literacy programmers. An example is the handbook and training manual published by the Women's Self-Help Network in British Columbia, *Working Together for Change*, which contains information on staff development and working together co-operatively.

In *Where to Buy Adult Literacy Materials* refer to the section on related organizations for possible sources of materials on community programming.

Literacy Programming Materials

This includes print materials on topics such as training techniques for one-on-one and small group literacy tutoring, literacy orientation, staff development, workshop presentation, devising materials and activities, reading and educational theory, concepts of the adult learner, methods such as adult learning for critical analysis and problem-solving, learning styles, learning difficulties, developing communication skills through drama, film, and video production, and organizing events, such as writing weekends. Catalogues and lists from the above-mentioned organizations and publishers would also be useful.

Audio Visual Materials

This includes training materials, such as the recently produced Access Alberta video series *The Journeyworkers* and TV Ontario's *Out of the Shadows*. Videos, films, and slides that can be used for presentations and literacy events should also be included. Several of these materials are listed in *A New Start: A Bibliography of Adult Literacy Resource Materials*. Recent productions in this area are often reviewed in the above-mentioned periodicals. (See the "Reviews" section above in this chapter.)

Periodicals and Journals

Many periodicals and journals often contain articles on adult basic education and literacy. (See Appendix III for a sample list of Canadian and American publications.)

Other Sources

The occasional papers published in the ALBSU publication, *Viewpoints*, the research publication *Rapal* (Balton Royd Centre, Manningham Lane, Bradford, West Yorkshire BD8 7BB, England), and the publications of the Language and Literacy Unit of the Inner London Education Authority (Room 438, The County Hall, London SE1 7P8) are also valuable resources. There is a recommended list of British journals in *Resources: A Guide to Materials in Adult Literacy and Basic Skills*. (See the section above on bibliographies.)

Designated libraries could develop good collections of journals from which relevant articles could then be indexed or abstracted and distributed to branches and co-operating libraries.

RESOURCES FOR TUTORS AND ANIMATORS

Many tutors will be interested in the resources available for program staff, especially those which contain background information on adult learning, reading and educational theory, and the literacy issue. A resource collection for tutors should also contain the following types of items.

Tutoring Manuals and Guides

Tutors need and deserve all the support and guidance a community can provide. Literacy programs will usually have a collection of tutoring manuals and guides. Libraries can provide back-up collections, with additional copies of popular materials and a selection of supplementary titles.

Language Arts and Mathematics Workbooks and Texts

This includes materials on comprehension and composition such as grammar, spelling, cloze exercises, punctuation, and creative and work-related writing. For obvious reasons, avoid most British texts when selecting basic math and computation books. Unless they are recommended, do not purchase materials intended for children. As a rule, several copies of a few good books are preferable to one of each.

Newsletters and Periodicals

A selection of publications that feature articles on tutoring techniques, adult learning, and coming events will enable tutors to keep in touch with others working in the field and with current thinking and theory. This includes the publications of the Movement for Canadian Literacy, ALBSU, and *The Written Word*. Other examples are newsletters from literacy programs, *Literacy on the Move*, and *The Ladder*, published by Push Literacy Action Now Inc. (PLAN), 1932 G St., SE Washington, D.C. 20003.

Community Materials

Literacy programs can use a great variety of community and everyday materials such as brochures, applications, tax forms, labels, and bills in their tutoring sessions. Tutors should be made aware of the large number of supplementary materials that libraries regularly collect. The secrets of vertical files can be revealed to the public, and relevant file material can be marked with a literacy symbol. If practical, a literacy program and the library could each choose to collect materials on specific subjects to avoid unnecessary duplication.

General Collection Materials

Useful materials from the regular collection can be marked with a symbol or brought to the attention of tutors, program staff, and *learners*. Guidelines for evaluating adult literacy materials are included in this section. The following are some examples of useful materials:

- Collections of song lyrics, poetry, humorous writing, and short stories - these works often give adult new readers the opportunity to read mature ideas expressed in simple but not childish language (Weibel, 1985).
- Illustrated histories, geographies, and travel books. These books are especially useful when the illustrations guide and illuminate the text. Captions can often be read by new readers. Photographs can be used to inspire writing and discussion by the learner.
- Photography and art books. These books are also good for encouraging writing and discussion by learners. The captions and text can often be read more easily because they are informed by the pictures. These materials can be used to broaden learners' experiences.
- Books on crafts, cooking, and child rearing and a range of "how-to" books. These books are often well organized and illustrated with instructional diagrams. Their charts, graphs, and step-by-step procedures provide useful practice for this type of reading.

- A range of materials from the science, health, and technology sections of the young adult or children's collections. These materials should present information in a factual, direct manner. Illustrations should be adult in appearance. These books can be an introduction to a topic in straightforward and readable language. However, they should only be used with the consent of the learner and after a discussion of their value of adult learning.
- Some fiction can be read by adult new readers at the upper skill level.
- As well, books on tape with controlled or slower reading speeds, magazines, and newspapers, especially local papers, films and videos, and computer software are all valuable literacy materials.

Note: The advantage of tutors and learners meeting on the premises of a literacy program is that back-up materials are easily available. If learners and tutors are meeting in the library, consider keeping duplicate copies of the program's file materials on hand.

RESOURCES FOR ADULT NEW READERS

Helen Lyman states that public libraries have an obligation to provide a "rich and relevant" collection for adult new readers. It has not always been easy for libraries to meet this challenge. Many early literacy materials were sterile, hackneyed, and didactic, appearing to be written with a basic word list in one hand and a readability chart in the other. Moreover, many libraries were out of touch with the people who needed literacy help. But contact with literary programs and greater publicity about the literacy issue have helped to bring some people in need of literacy support into libraries. Nevertheless, more outreach is still needed.

An increased understanding of adult learners and the reading process has helped library staff to expand their concept of what constitutes a literacy collection. This has enabled them to provide a service more closely related to adults' experiences, interests, and purposes. Introducing

adults to materials in a variety of formats and in a wide range of styles helps them to develop and extend their reading skills and broaden their reading interests.

> *Libraries [can] provide students with the opportunity to begin to absorb the notion of different kinds of books for different purposes to be read and used in different ways. (Jones and Barnes, 1987)*

An up-to-date collection for adult new readers will contain a good selection of various kinds of materials:

- Commercial fiction and non-fiction titles covering the range of reading levels from basic to advanced, chosen with care to avoid condescending materials.
- Learner-produced materials, available from such programs as East End Literacy, Parkdale Project Read, the North York Public Library Literacy Program, the Kingston Read-Write Centre, several British programs, and U.S. community programs. (The latter can be contacted through the Association for Community Based Education, 1806 Vernon St. NW, Washington, DC 20009.)
- Newspapers, magazines, and newsletters written for and by learners, e.g., *Ontario Times* (the Ministry of Citizenship), *Starting Out* (Box 533, Postal Station P, Toronto, Ont. M5S 2T1), *Your News*, P.O. Box 491, Station Mount Royal, P.Q. H3P 3C7, and *The Westcoast Reader* (c/o Loraine Wong, 6137 240th St., R.R. #8, Langley, B.C. V3A 6H4); and the newsletters of community and library programs such as *Library Literacy News* from Hamilton Public Library and *Words* from the Peel Literacy Guild.
- Supplementary materials, such as brochures on health care and community services, a picture collection, samples of forms, time sheets, banking materials and kits.
- Workbooks that can be used independently for practising newly acquired skills.
- Reference books, such as dictionaries, thesauruses, and atlases.
- Computer software.

- Audio-visual materials, such as tapes (this can include books on tape as well as readings of poetry and plays), films and videos, and the equipment to use them.
- A selection of games that involve reading, such as *Scrabble*, *Boggle*, and *Balderdash*. Things like dice and *Monopoly* money are useful for basic math instruction.

Literacy programs attempt to build their instruction around the interests of their learners, making their learning personally meaningful. To help libraries and programs collect materials that adults will want to read, an interest inventory for adult beginning readers was developed by the American researchers Heatherington and Koskinen. It is reproduced in Appendix IV. It can be used in connection with literacy classes and adult basic education classes.

EVALUATING MATERIALS

Evaluating Adult New Reader Print Materials

Adult learners, like other users of public libraries, come from many backgrounds, have a variety of interests, beliefs, and attitudes, need various kinds of information, and would like to have a selection of useful and interesting materials from which to choose. These readers have not always been well served by educators, publishers, writers, and librarians. In a forceful article on writing "high/low" materials, Daniel Cohen notes that it is no longer possible to condescend to the reader with limited skills (Cohen, 1985). There is an obligation to provide materials that are interesting and that make an adult want to read on.

Readability - Assessing Adult Literacy Materials

> *Overall, does the reader want to pick this material up and read it...or does it look too dull and difficult to bother with? (Cantano and Breen, 1987)*

Reading level, ascertained by applying readability formulas or by other techniques, is only one of several factors which combine to make a piece of material attractive to adults. Literacy materials must look, and be, readable!

> *No formula can take into account factors like the accuracy and organization of the material, the amount of abstract or difficult concepts the material contains, or factors related to the potential readers of the material. (Cantano and Breen, 1987)*

The following factors are worth considering when assessing adult literacy materials.

Content

- Is the material of adult interest and relevant to their lives? For example, does it relate to women, to older teens, to minority groups?
- Is it free of bias and stereotyping with regard to sex, culture, age, class, and religion?
- Is the information accurate and up-to-date?
- Is the material stimulating and thought-provoking?
- Is the purpose of the material clear?
- Is the position of the authors or editors stated?
- Is the emphasis on concrete information rather than abstract concepts?
- Do the illustrations clarify the text and assist with the meaning? Illustrations can help the unskilled reader get through a text comfortably, as well as add a dramatic element.
- Are the illustrations up-to-date accurate, clear, and suitable for adults?
- Do the illustrations show class, sex, or cultural bias?
- Are the explanations for the use of graphs, charts, and diagrams clear and easy to understand?

Organization of the Material

- Is the material broken into manageable, clearly marked units?
- Does it have a logical order (time, main idea, detail)?
- Are memory aids included, e.g. acronyms, jingles, and illustrations?
- Are new ideas introduced gradually, building on previously explained ideas?
- Are the main ideas reviewed? The important thing is to transfer information to readers and allow for gradual mastery.
- Is it easy to find information in the text? Is there a table of contents? Is the index easy to use?

Language and Writing Style

- Is there a lively, personal approach to the reader?
- Is the active voice used more than the passive?
- In fiction, is the characterization realistic?
- Is the dialogue natural? Will it sound right to the intended audience?
- Is the writing style straightforward? Flashbacks and metaphors can initially be difficult to read.
- Is the writing adult in tone, not condescending, didactic, or judgmental?
- Are difficult words defined in the text or in the glossary? Jargon or unusual idiomatic expressions should also be explained.
- Are sentence lengths varied and are most of the sentences simple? Unskilled readers may find complex or inverted sentences difficult to understand.
- Do the line breaks occur at a period or comma, rather than in the middle of a word?

Physical Features of the Material

Print

- Is the type size suitable for adult new readers? In the most basic reading materials type size should be 12 point.
- Is the typeface easy to read? Serif type is usually easier to read than sans serif.
- Are there type styles, such as italics and all capitals, that are more difficult to read?
- Are type variations, such as boldface and underlining, used to make reading easier?

Illustrations

- Are the illustrations well placed, and relevant to the text?
- Are the captions well separated from the text?
- Are diagrams, graphs, and charts uncluttered and clear?

Format

- Is the material "adult" in appearance?
- Is there a reasonable amount of space between lines and paragraphs, and above and below headings?
- Are there wide margins?
- Are the margins ragged right? An even edge on the left side and uneven on the right side is the easiest to read.
- Are the colour of paper and ink conducive to easy reading? Black on white or yellow is easiest to read. Non-glossy paper is often better for beginning readers.
- Is the text well organized, with sections following logically and clearly defined?
- Do materials have attractive, eye-catching covers that also inform the reader about the contents?
- Is the material easy to handle? Does it lie flat for easy use? This is particularly important for study materials.
- Is the book short enough not to discourage a new reader?

Reading Level of the Material

Literacy staff, animators, and tutors who base their selection on an understanding of their learners' backgrounds knowledge, interests, and abilities can usually identify suitable materials. Library staff, familiar with their public for literacy materials, can acquire this facility relatively quickly. Generally, the gradations of difference between a basic material and a more advanced material for new readers are determined by the following:

- size and variation of the print
- spacing on the page
- organization of the material
- balance between illustrations and text and how well the illustrations and text clarify the text.
- difficulty and repetition of the vocabulary
- complexity of concepts and degree of abstraction
- length of the sentences and syntax
- length of the text

If literacy materials are grouped according to their relative difficulty and identified in some way, it is easier for learners, tutors, and staff to find materials suited to the learners' abilities. This is more important when the collection is large, when several libraries share collections, or when staff who are not familiar with literacy needs are on duty.

There is some evidence that learners appreciate the identification of materials by level of difficulty. There can be a real feeling of accomplishment in moving into another level of materials. Generally, five categories are used to cover materials from basic to advanced levels. Books containing specialized or technical vocabulary, pictorial accounts, maps, etc. are often shelved separately. An example of criteria for determining reading levels, devised by the Leading to Reading Program, Owen Sound Public Library, is found in Appendix V. If you choose to categorize by level and use a designator such as a colour to identify them on the shelf, be sure to remind people, and especially learners, that the system is not carved in stone. The aim is not to limit their

choice, but to make the choice easier. Flexibility is essential. Most people can read at a more advanced level when the material relates to their experience, and when they have a strong desire to read it.

Readability Formulas

Daniel Cohen likens readability formulas to a cuisinart into which one puts chunks of prose. Despite the criticism, reading formulas are worth knowing about and may be of value to those who have difficulty estimating reading levels. Readability formulas are essentially quantitative measures, based on the word length (number of syllables), word frequency, and sentence length. A calculation is made by taking sample passages, testing them for the above, and using the results to estimate the general difficulty of the text. A grade-level score is then assigned. Several different readability formulas exist today. Different formulas yield slightly different readability scores, but, they all give valid results. These are some examples:

- **Fry Formula for Estimating Readability**: the simplest and most commonly used, it estimates materials from grade one to a college level. Directions for manual calculation of this formula are found in Appendix VI.
- **Dale Chall Formula.**
- **Flesch Reading Ease Formula.**
- **Gunning-Fog Index:** Marguerite Weibel's modification to this formula is outlined in *The Library Literacy Connection: Using Library Resources with Adult Basic Education Students.*
- **SMOG Readability Formula.**
- **Forecast Formula:** this formula has been developed for technical materials.

Readability estimation programs are now available in computerized formats. The difficulty of a passage or an entire book can be determined by using the software to enter and analyze the text. This allows for easy use of the more complicated formulas. Readability formula software is available for the Apple 48K from the following sources:

- Jamestown Publishers, *Fry Readability Program;*
- Micro Power and Light Company, *Readability Calculations* (a program that uses nine different formulas simultaneously).

For further information on automated readability formulas see Julie Chan's article "The Promise of Computers for Reluctant Readers," *High/Low Handbook.*

An Evaluation Form

Evaluation forms can help you compare one item to another, and they can be kept on file for the use of your borrowers. A simple evaluation form based on the above information as well as a slightly modified version developed by the Basic Education and Reading Committee of the International Reading Association for Instructional Materials can be found in Appendix VIII.

Evaluating Computer Software

Many literacy and basic education programs provide microcomputers for use by the learners. Computers can be powerful and exciting learning tools:

- They give learners the opportunity to do something (i.e. use technology) at which they have not experienced failure, thus putting them on an even footing with others.
- They enable individuals to take control of their own learning process. Computers are patient and non-judgmental and can thus encourage retrying and provide immediate feed-back.
- They enable learners to produce "clean" copy. All the smudges and crossing out are gone.

In choosing software, look for programs that provide frequent interaction points. Games, simulations, and exercise materials that provide interaction encourage creativity. An authoring capacity allows learners to use their knowledge of

the language and the world. Consider purchasing some variation of the following types of software.

Word Processing software gives learners a quick and easy means of producing text and re-organizing what they have written. A spell checking feature allows the learner to spend more time on writing and less time on spelling.

Database software allows learners to organize and keep track of what they have learned. For instance, lists of words they have learned or books they have read can be stored, retrieved, and revised. The process of developing databases also allows the learner to build on logic and sequential skills.

Graphics software gives learners an easy way of producing professional-looking signs, menus, cards, etc. The process uses and enhances the ability to read as well as decision-making skills.

Examples of software packages have been reviewed by staff at the George Brown College/YMCA Job Generation Project. (See Appendix VII.) Their comments should help you evaluate and choose software. At present, members of the project are drawing up extensive guidelines for the production and evaluation of adult basic education and literacy software.

The Computers in Literacy Group of the Ontario Literacy Coalition has produced a *Software Evaluation Form*. This form was drawn up to help new users buy software. (See Appendix IX.) A list of reviewing periodicals and software providers can be found in Julie Chan's article "The Promise of Computers for Reluctant Readers", *High/Low Handbook*.

Other sources of information on educational software are the following:

- Adult Educational Department
  The Ontario Institute for Studies in Education (OISE)
  252 Bloor St. West
  Toronto, Ontario M5S 1V6
- Adult Literacy and Technology Project
  Penn State University
  248 Calderway, Ste. 307
  University Park, Penn. 16801
  U.S.A.

- The Literacy Assistance Center
  15 Dutch St.
  4th Floor
  New York, N.Y. 10038
  U.S.A.
- North York Public Library Literacy Program
  5120 Yonge St.
  North York, Ont. M2N 6C6
- The York Online Service Access Modem
  York University
  4700 Keele St.
  North York, Ont. M3J 2R2

For further information on the use of computers in literacy education across Ontario, contact the Literacy Branch, Ministry of Skills Development, or the Libraries and Community Information Branch, Ministry of Culture and Communications.

Evaluating Audio-Visual Materials

In assessing videotapes and films, look for the same standards of production that you do for your regular A/V collection. Content, however, may sometimes need to take precedence. A recent example is the *Journeyworkers* series, produced by Access Alberta, where the value of the material overcomes the mediocre technical work. As with print, avoid didactic materials, stereotyping, and bias. Select materials produced for adult audiences.

Books on tape give new readers the opportunity to hear the written word, as well as to practise reading. Make sure the text is read slowly enough for learners. Some commercial tapes are read too quickly for a learner to follow along.

Evaluating Materials: A Summary

The scarcity of good literacy materials will often necessitate the purchase of items that are less than ideal. However, as libraries become more familiar with literacy materials, and

encourage publishers to produce the literacy materials that adults need and deserve, the scarcity will be reduced.

COLLECTION DEVELOPMENT

The New Reader and User of Literacy Materials

A good choice of literacy materials will also be based on your knowledge of your present and prospective users. Talk to learners and staff in adult literacy, adult basic education, and community college programs, and consult community workers to see who may be likely to use the material. Look for the following information:

- male/female ratio
- age range
- cultural background
- educational background
- socio-economic background
- estimated reading abilities

Attempt to ascertain what people already know about specific topics and what they need to know.

To find out more about a learner's interests and motivation, try using an *Adult Reading Interest Inventory* such as the one developed by Heatherington and Koskinen (see Appendix IV).

Weeding Out Existing Literacy Collections

Unsuitable material can be worse than no material at all. If you weed out your literacy collection regularly, you will ensure maximum use and benefit for those who use the collection. The above evaluation guidelines can be useful in the weeding out process. If possible, invite people from your local literacy program or the users of the collection to help you.

Ordering and Purchasing Policies

Good adult literacy materials are often difficult to find and order. If information on sources and ordering is exchanged with other libraries and literacy programs, some of the difficulties could be reduced. To assist in streamlining ordering and purchasing policies for adult literacy materials the following points should be considered:

- To provide information for others and increase accessibility for the users, larger library systems should enter all adult literacy materials onto their database. The Canadian Library Association received funding from the Secretary of State to investigate the need for a bilingual thesaurus of literacy terms. The study was in response to the concern that the present classification of literacy materials does not reflect current thinking within the literacy community. A standardization of terms would also help borrowers find materials across Canada.
- Large library systems and OLS North may wish to place standing orders for adult literacy materials from the following organizations and programs:
  - Adult Literacy and Basic Skills Unit (ALBSU), with the exception of practical mathematics materials, and those of a specifically local nature
  - Cambridge House, the Gatehouse Project, Hackney Publishing Project, and Peckham Publishing Project, all in England, with the same caveats as the above
  - Council of Adult Education, Australia, with caveats as above
  - East End Literacy Press and other local programs that publish materials
- Libraries involved in developing an adult literacy collection or helping local literacy programs develop their collections should have themselves put on the mailing lists of literacy publishers and share the catalogues with local literacy networks and programs.
- The Ontario Library Service could help member libraries develop and organize co-operative pooled collections.

- When possible, libraries should attempt to obtain sample copies of materials before buying them. Reviews of the sample materials or materials bought previously should be collected and made available to other interested libraries and literacy programs.
- Libraries should consider submitting joint orders to small and obscure presses and programs. This effort could be co-ordinated through the Ontario Library Service offices.
- With limited collection development budgets a general rule of thumb is to order several copies of good popular materials as opposed to one of everything.
- The nature of ordering literacy materials suggests the need for flexibility. A flexible ordering and processing system should always keep the end users of the collection in mind.

Organizing Literacy Materials

All materials for tutors, literacy and adult basic education, staff, researchers, and the general public should be entered in the library's database. You may wish to identify some materials for specific use by tutors and staff. This may be done by designating them in a specific way, e.g., "Adult Literacy Collection" (ALC) with the shelf number reflecting the ALC designation.

Librarians are still debating whether or not to catalogue materials for adult new readers.

An Uncatalogued Collection

In her preface to *Opening Doors for Adult New Readers* Helen Lyman says, "As strong as the temptation may be to catalog your new reader collection, resist!" (Lyman in Bayley, 1980). Materials can be tracked but need not be entered in the library's catalogue. Lyman's reasons are verified by the experience of some libraries, namely:

- Adult new readers do not use library catalogues. They usually select materials by browsing, or by asking staff members they know for assistance.
- New readers are often overwhelmed by library processes and jargon. An uncatalogued collection, arranged on the shelf under simple subject headings, allows easier access to reading materials. This gives each library the flexibility to shelve materials according to their actual use, which can change.
- Most literacy materials are in paperback format, and many of them are small. The preference is for a simple processing and recording system that enables titles to be removed and replaced quickly. The often slow turnover of these materials by the technical services department is one reason a library may decide not to catalogue them.
- Adult new reading materials are community-focused, with collections put together in co-operation with the local community programs and learners. Since the sharing of materials with other libraries is not a priority, there is less need for catalogued access.

Various simplified classification systems have been developed for use in libraries, educational institutions, and literacy programs. Marguerite Weibel's scheme has been reproduced in Appendix X. The *Drexel Library Quarterly*, Fall 1978, issue highlights another example. General headings from the Dewey classification scheme have also sufficed.

A Catalogued Collection

In times of scarce resources, many libraries may find the reasons for entering all materials into a catalogue equally compelling. The reasons for entering adult literacy materials onto a library's catalogue include the following:

- Increased ease of locating and sharing materials between a library system's branches or between libraries in a geographical area.
- The valid experience adult learners can have in learning how to use a library catalogue, an essential and

vital tool. Library staff can be trained to help new readers gain this skill. A catalogue need not be a barrier to finding literacy materials, especially if there are clear signs noting that help in using the catalogue is available.

- The ease with which automated catalogues allow for changes to classification headings makes it easier for the library to keep its terminology up-to-date as literacy terminology changes. The shelf arrangement can still be simple and materials easy to find.
- The potential for negotiating with the technical service department for a simplified acquisitions and processing system. Systems can be adapted to serve the end user.

Housing Literacy Collections

Where you place a literacy collection and how you arrange, display, and promote it will strongly determine its use. Friendly, informed, and helpful staff are essential. The following recommendations are based on the combined experience of library staff and literacy practitioners:

- House adult new reader materials and a selection of tutor and literacy staff materials separately from the general collection. The latter items may be duplicate copies of materials in the general collection.
- Locate the separate collection close to the library entrance. It should be visible to the users as they enter the library. If this is not possible, have clear signs to help people find the collection. Whenever possible have signs outside the library to indicate that the library has a literacy service or collection.
- Make good use of display stands that permit materials to be placed face outward. Strive for a casual, inviting look for the collection.
- Signs, such as the International Literacy symbol, can be mounted on the wall above the literacy collection or suspended from the ceiling. These black on yellow symbols are available in two poster sizes (15" x 21" and 11" x 17") from the Literacy Guild, Ontario Library

Association; bookmarks are also available. Banners, mounted photographs, and other posters have worked well in some libraries. For example, Hamilton Public Library has mounted large black and white photographs of pairs of tutors and learners over its literacy collection.

- Use clear signs to indicate the type of materials on the shelves. If materials are separated by reading level and are colour-coded, add this colour to the sign. Mount a large poster near the collection, indicating what each colour stands for.
- Make bright coloured, clear signs that denote the type of materials in the displays, for example "Find Out Here," "Help for Parents." Use simple illustrations when appropriate.
- Mark the literacy materials in some way to identify them as literacy resources. The International Literacy Symbol could be used. Literacy materials integrated into the general collection can also be identified with such a symbol. Cutter numbers have also been used to identify resources found in a library's literacy collection.
- Keep additional support materials such as brochures, photocopied materials, maps, etc. in clearly marked files. Keep samples on view, as items filed away are not likely to be used.
- If possible, have a comfortable sitting place in the collection area, or nearby. Arrange materials informally on tables. Put out a mixture of free brochures, as well as magazines, light reading, tapes, etc. that can be borrowed. Have a good selection of materials from literacy programs, graded newspapers, and literacy newsletters for viewing.
- Highlight new arrivals by having annotated lists available that indicate possible use, who wrote them, and for whom they are intended.
- Publish annotated lists of recommended materials, both by topic and for general reading. Keep your audience in mind when drawing up these lists.
- If possible, display games, kits, etc. that are a part of the literacy collection in plain view. Regina Public

Library put games in plastic bags and hung them from stands.

- Have a bulletin board for notes, notices, learners' writings, cartoons, posters, and other newsworthy items.
- Get to know the users of the resources and attempt to make the literacy space comfortable for them. The space should suit the needs of the users. Plants and posters can help to make space look attractive, but too prettified a space can sometimes be wrong! Solicit the opinions of the users.

If your library is bursting at the seams and the literacy collection is one of many vying for space, set some minimum standards. Clear directional signs, a well-marked collection, as many materials as possible facing outward, good displays, and magazines and newsletters left out for borrowers to browse through are essentials. Most of all, you need an inviting appearance. Finally, include space for a literacy collection or service in any expansion plans the library may have.

Clear Signs and Plain Writing

> *To be readable by a particular audience, written materials have to be tailored to meet the needs of that audience...[Writers] too often write what they need to say rather than what their audience needs to hear. (Catano and Breen, 1987)*

Clear, straightforward communication is a necessary part of providing a literacy service in a library.

Signs: Signs should be simply designed, with a clean, uncluttered look. Library jargon (e.g. "Vertical File," "Princeton Files") should be avoided. A recognized literacy symbol could be incorporated into directional signs.

Library Forms: All forms, instructions, and regulations should be examined to ensure that they are readable. A suitable type face and size, a balance between white space

and print, good organizational progression with sections clearly marked and underlined, and simple vocabulary and sentence structure help to make materials easier to read. Instructions should be unambiguous. Diagrams should be used when appropriate. This includes instructions on how to use the library's catalogue, photocopier, etc. Simplify manufacturers' instructions when they are too obscure.

Brochures: When writing brochures that publicize library programs and services it is important to have a good understanding of the audience for whom they are intended.

The plain writing style uses:

- language that is familiar to the target group,
- the active voice unless the passive voice is more in keeping with normal speech patterns,
- the present or simply past tense whenever possible,
- one idea per sentence, and
- short paragraphs that each contain one main idea.

To familiarize yourself with the plain writing style, try writing the text in your own words to ensure that all the necessary information has been included; then:

- List the main ideas and supporting details.
- Organize the ideas and details into a logical sequence.
- List key words and phrases.
- List easier words that could be used instead. (Do not alter difficult key words but rather explain them.)
- Simplify the sentence structure.
- Determine the layout, i.e. balance between text, space, and illustrations.
- Divide the text into manageable sections, using headings and underlining for emphasis.

If you wish further information on how to design and produce clearly written materials for your library, contact the Ontario Literacy Coalition, or the Clear Language and Design Working Group of the Metropolitan Toronto Movement for Literacy (MTML). Either of these groups can provide you with information or the name of a person who is qualified to give a workshop.

A LITERACY RESOURCE SERVICE

> *Libraries can provide reliable, relevant, and responsible community resources of all types and can help adults become active users of those resources. (Lyman, 1976)*

Knowledge of the collection, an understanding of the users and their needs, and an open, friendly, manner combine to make a good literacy service.

Several things should be kept in mind:

- Understand what constitutes a good literacy resource (see "Evaluating Adult New Reader Print Materials" in this chapter).
- Listen with care and sensitivity to what your client is saying.
- Choose materials at a variety of levels, and allow the user to make the final choice.
- Offer to help if the material appears too difficult. Provide tactful assistance in the use of the material.
- Help the reader find specific information. For example, when necessary give help in using the table of contents or the index. Print specific information in a clear, readable manner.
- Point out that information on the topic is available in other formats (tapes, videos, films, brochures, etc.) and help to find them.
- Be prepared to recommend an outside source for information.
- Be sure you can take your time with each client.

Develop as many aids as you can to assist staff to provide an excellent service to the literacy community. This includes: good signs, selective displays, a well-marked collection, annotations, indexing, the opportunity to meet participants in literacy and adult basic education programs, continuous training in the use of resources, and information workshops on developments in reading theory and adult literacy.

Deposit Collections

An important task in adult literacy is to get the materials into the hands of the people who need them. This often means putting deposit collections into local programs, agencies, organizations, and classes. In this way adult new learners can become accustomed to using materials in a familiar, comfortable, environment before venturing into the unknown territory of the library. Depending on your library, you may budget for these collections separately or rotate part of your regular literacy collection to outside programs. Some points to consider in the development of deposit collections follow:

- Tracking deposit collections with site designators if separate collections are developed for each site.
- Determining the length of the loan period, how location records will be kept, and what procedures to use for rotation if collections are rotated among sites.
- Determining circulation policies and procedures regardless of whether collections are rotated or deposited.
- Determining how the collection will be controlled. For example:
  - Will a loan period be required and if so of what length?
  - Will there be a limit on the number of items a user can borrow?
  - Will user identification be required?
  - Will fines be charged for overdue materials? Will fines be charged for lost or damaged materials?
- Keeping records to assist in the evaluation of the use of the collection and to determine which resources are most valuable. Consider keeping track of the following:
  - The number of items circulated. Depending on the size of the collection, daily, weekly, or monthly statistics could be kept.
  - The number of times a specific item has circulated. This can help when you are replacing items and deciding what kind of materials are required.
  - Comments by users of the materials.
  - Doing a periodic inventory to determine which items are lost, worn-out, useful, and not useful.

- Determining what materials have or have not circulated and why. Discussion with learners, tutors, and staff will help in the development of a useful deposit collection.

Deposit collections are concrete evidence of the library's support of literacy programs in the community. The sharing of expertise and resources is an important element of community literacy. However, the library must also encourage program staff to see the use of deposit collections as a stepping stone to library use for the learner.

Evaluating the Resource Services

It is important to establish evaluation procedures for the literacy collection and services. The following questions will assist you in developing evaluation techniques.

- How much is the literacy collection being used? Is the use increasing?

  Remember that new readers often need materials for longer and will take fewer items than other borrowers. If you are not on an automated circulation system, keep track of circulation by marking the material before returning it to the shelf. Keeping track of in-library use can be done in the same manner. It will be useful to have circulation statistics during inventory checks.
- What items are in greatest demand?

  Should there be multiple copies of these items? Circulation, reserve requests, and lost materials statistics, plus anecdotal information from the staff, will assist in determining what materials are used most. Place a comment sheet in the book, or in a visible place in the library, and check it regularly.
- Is the collection services meeting the needs of adult new readers?

  Draw up a simple questionnaire that can be given to local programs for comments from learners, tutors,

and staff. Analyze requests and reserves for possible gaps in materials. Take anecdotal information from library staff and community programs and organizations.

- Do such things as highlighting materials, placing materials face out, installing new signs, and taking a casual approach to displays (e.g. leaving newspapers, and periodicals on tables, etc.) increase the use of the collection? Try new things and keep track of their effect on circulation.
- Do the annotated reading lists increase the use of the collection services?
- Do staff training and workshops on selecting and working with literacy materials increase the use of the collection services?
- What effect does co-operation with literacy, adult education, and community programs have on the use of the literacy collection services?

Devise a system to collect both statistical and anecdotal information on the use and development of the collection and accompanying services.

The development of materials offers public libraries their most natural opportunity to make a contribution to adult literacy in Ontario. There is no doubt that there is a need for literacy materials; the rest is up to public libraries, their boards, their staff, and volunteers.

6.

FUNDING FOR LITERACY

Funds are available from various sources to assist communities in providing adult literacy services. Funding is available for literacy purposes from both the federal and provincial governments, and some local governments have provided funding for individual programs.

FEDERAL GOVERNMENT LITERACY FUNDING

The main responsibility for federal government support of literacy has been given to the Department of the Secretary of State. The National Literacy Secretariat of this department has been consulting with provincial governments and literacy organizations in order to gain an understanding of the types of adult literacy services needed across the country. Currently, the Secretary of State funds developmental projects of national and provincial significance. For information contact:

The National Literacy Secretariat
Department of the Secretary of State
Ottawa, Ontario K1A 0M5
Telephone: (613) 953-5280

It should be noted that community programs in the Yukon Territory, Saskatchewan, New Brunswick, and Ontario have received funding from the Department of the Secretary of State.

The Secretary of State also provides for refunds of 50% of the salary-related portions of provincial transfer payments to school boards, community colleges, and community organizations for English and French programs that lead to the integration of newcomers into the community and to Canadian citizenship. Literacy programs that serve people in this category may investigate the possibility of receiving some funding from this source.

The federal Canadian Studies Program is intended to encourage Canadians to learn about Canada by giving financial support for various projects and activities. The development of literacy learning materials falls under the program's Canadian Studies Learning Materials Development eligibility criteria (category one). Eligible candidates are national voluntary organizations, non-governmental institutions and groups, provincial and territorial departments or organizations, private sector companies and corporations, and individuals.

The Canada Employment and Immigration Commission has also provided funding to literacy programs. The funding is usually directed towards target audiences (e.g., young people up to 25 years of age).

ONTARIO GOVERNMENT LITERACY FUNDING

Several ministries in the Ontario government provide funding for literacy programs and services. The following pertain to community or library-based literacy projects.

Ministry of Culture and Communications

The Libraries and Community Information Branch sponsors project grants that provide Ontario public libraries with matched funding opportunities in the following areas:

- **Acquisition of Collections:** Literacy materials and computer software are eligible.
- **Innovative Programs:** The development of innovative programs for disabled persons, young adults, seniors, or multicultural populations are eligible. Literacy programs in a library geared towards these populations may be eligible.

Further information or applications for the project grant funds can be obtained by contacting your local Regional Services Office of the Ministry of Culture and Communications.

The Ministry of Skills Development

The Ministry of Skills Development has been given the main responsibility for literacy in the Ontario government. The ministry provides adult literacy funding under several granting programs and as well co-ordinates the efforts of any other ministries that may wish to address the problem of illiteracy in Ontario. Library-based literacy programs may obtain funding from the following sources:

- **The Ontario Community Literacy Program (OCL):** This program provides funds under two streams, A and B. Stream A supports two services: on-going delivery of literacy programs to learners, and centralized bilingual outreach, referral, and counselling services that facilitate access by all deliverers for learners. The following items are eligible for funding under Stream A:

  - salaries and benefits for co-ordination; outreach and publicity; recruitment, orientation, supervision, and training of volunteers; user counselling, referral, registration, and child care in groups.

- operating expenses, including equipment, materials, rent, in-service training, liability insurance, and travel.

Costs related to the instruction and training of learners (e.g., teachers' salaries) are not eligible for funding.

Stream B supports research, pilot projects, curriculum and materials development, and start-up projects (which may lead to Stream A programs in subsequent years).

Non-profit community-based organizations are eligible to apply for funding from either stream or both. Boards of education, community colleges, and universities are eligible to apply for Stream B research grants that will benefit the overall development of community-based literacy services. These grants do not normally allow for total program or project funding. Organizations are encouraged to seek co-sponsorship agreements, in-kind donations, and funding from other sources. For further information or applications for the OCL, Stream A and B grant program, contact:

Literacy Branch
Ministry of Skills Development
Mowat Block
6th Floor, 625 Church St.
Toronto, Ont.
Telephone: (416) 326-5497

- **The Ontario Basic Skills Program (OBS):** This program is designed for adults, 25 years and older, who are able to work in Ontario and cannot receive skills training owing to lack of education. The program is usually offered through community colleges. Individual community-based literacy programs and the Metropolitan Movement for Literacy (MTML) have worked out financial arrangements with community colleges in which literacy programs are given either a fee-for-service or a negotiated amount for providing basic literacy instruction. Information on these agreements is available from MTML or the Ontario Basic Skills Co-ordinator at your local community college.

The Ministry of Education

Adult Basic Literacy Programs are fully funded by the Ministry of Education, but school boards are not obliged to offer ABL programs. School boards *may* enter into agreements with community-based literacy groups or libraries to co-sponsor adult basic literacy instruction. ABL programs may be offered in one or more of the following modes:

- on a one-on-one basis with volunteer tutors
- in small groups or classes
- part-time in the evening or daytime
- in an adult day school
- in colleges, libraries, community centres, correctional institutions, hospitals, or the workplace

There are two basic formulas under which community-based literacy programs may operate a co-operative program:

A) Programs that provide teachers directly employed by a school board or through an agreement with a college (under section 165a(2) of the *Education Act*) are eligible for full grants for training in adult basic literacy (ABL) and numeracy, language, and citizenship. In addition, programs for mentally handicapped adults may qualify for ABL grants. In programs with classes of fewer than 15 students an additional funding equivalent of up to 5 more students is added.

B) Programs that do not use teachers directly employed by a school board can receive funding for the supervision or administration of programs. These programs may

- be operated by the school board, using volunteer tutors, or
- be operated by the school board in co-operation with community-based organizations such as a library using volunteer tutors, or teachers paid by the community-based organization.

For these programs, the school board receive grants from the Ministry of Education to offset the cost of instruction and supervision of programs. The small class equivalent of

15 does not apply in these situations. Other items eligible for assistance are

- co-ordination,
- purchase of materials,
- curriculum development,
- staff development,
- travel, and
- administrative support services.

ABE grants are given at the rate of $1,900 per full-time equivalent (FTE) student based on 970 hours of instruction a year. Boards that receive higher grants per student as calculated under a previous formula continue to receive the higher grant. Examples of community-based literacy programs run in co-operation with school boards are the Peel Literacy Guild and the Kingston Literacy Program. For more information on funding opportunities, contact your local school board or the nearest Ministry of Education regional office.

The Ministry of Citizenship

The Ministry of Citizenship provides funding for community organizations offering language or orientation assistance to Ontario's adult newcomers. The following types of funding are available.

- **Newcomer Language/Orientation Classes Grants (NLOC):** These grants provide support for community-based programs offering orientation and instruction in the official languages, literacy, and citizenship for adult newcomers in Ontario. Items eligible for funding include salaries and benefits for co-ordination, outreach, and publicity, preschool programs (if offered in conjunction with adult programs), and operating expenses. Most NLOC programs are co-sponsored by boards of education. Given that approximately 60% of the adult learners have grade nine education or less, most programs offer basic literacy as an integral part of English as a second language. Literacy programs that

serve this population can investigate the possibility of receiving some funding from NLOC grants.

- **Community Project Grants:** These grants, which are available to non-profit client organizations of the Ministry of Citizenship, provide matched funding for eligible projects. Matching funds or equivalent services in kind must be raised by the applicant organization. The percentage of the project budget eligible for funding depends on the project category and varies between 50% and 80%. Eligible literacy related projects include:
  - skills training to assist non-profit organizations in up-grading the technical, administrative, and management skills of their staff and volunteers;
  - organizational development, for example, an expansion of the organization's financial base or improvements in its administrative structures, marketing, and human resource development;
  - the acquisition of resource materials and equipment; and
  - para-professional internship training.

For information contact your local Regional Services Office of the Ministry of Citizenship.

LOCAL GOVERNMENT LITERACY FUNDING

Sections 352 and 353 of *The Municipal Act* enable municipalities to make grants to charitable institutions, patriotic organizations, and other groups and organizations for a variety of purposes. Municipalities may set their own priorities. Councillors and officials can help you decide if literacy programs will be considered for support, whom to contact, and how best to request the funding. *Resources for Community Groups* (Ontario Ministry of Citizenship and Culture, 1985) suggests that municipal councils want

- some assurance that the funds will be administered by a competent body;
- prior consultation with civic officials and your elected municipal representatives;

- documentation of the need for the service or project;
- a carefully prepared, well-organized proposal that shows clearly that your group is well-informed, competent, and prepared to carry out the project in question.

Each local authority handles grant applications differently, so you will have to determine which, if any, committee or department deals with literacy submissions and what the procedures are. Some literacy programs have entered into fee-for-service arrangements with local social service departments and workers' compensation offices for client-oriented literacy tutoring. If you assist individuals who are receiving support from these organizations, investigate the possibility of receiving some compensation for literacy instruction from these organizations.

INFORMATION SOURCES ON GRANTS, SUBSIDIES, AND FUND RAISING

Government Funding

The major sources of information for government resources are the following:

- *Handbook of Grants and Subsidies: Federal and Provincial, 2 volumes*
  This book, published by Canadian Research and Periodicals Centre contains information on federal and provincial grants. It is in loose-leaf form and is updated regularly. It is arranged by ministry, branch, and category and contains information on:
  - the organizations for which the grants are intended,
  - what the grants are intended to do,
  - how to apply, and
  - the deadline for application.

  Available from:

Canadian Research and Periodicals Centre
33 Racine Ave.
Farhan, Quebec J2N 3A3
1-800-363-1400

- *Sources of Government of Canada Support to Voluntary Organizations, 1986-1987*
  Published by the Voluntary Action Directorate, Department of the Secretary of State, this directory summarizes the purpose of each program, its eligibility requirements, and total funds available. It also gives the addresses of local offices. It is available from:

  Communications Branch
  Department of the Secretary of State
  Ottawa, Ontario, K1A 0M5
  Telephone (819) 997-0055

- *New KWIC Index to Your Ontario Government Services*
  The index contains a complete list of all Ontario government programs and services and is available from:

  Publication Services Section
  Ministry of Government Services
  5th Floor, 880 Bay St.
  Toronto, Ontario M7A 1N8
  Telephone (416) 326-5300,
  or 1-800-668-9938

- *Resources for Community Groups*, Ministry of Citizenship and Culture, 1985.
  This publication is available from the address listed in the previous citation. The government information in this volume is somewhat out-of-date, but there is useful information on whom to approach for support and advice on how to seek support. A good bibliography of resources for fund raising has been included.

Foundations and Corporate Funding

Programs seeking funding from foundations and corporations are advised to choose carefully which ones to approach for assistance. It's not an easy task, but there are a growing number of publications and organizations dedicated to helping you to meet this challenge. The following publications provide useful information about foundations.

- *The Canadian Directory to Foundations and Granting Agencies*
  Published by the Canadian Centre for Philanthropy, 3080 Yonge St., Toronto, Ontario, M4N 3N3, Telephone: (416) 368-1138. This extremely useful publication contains information on:
  - criteria used in determining eligibility for grants, e.g., geographical area, charitable status, whether or not the foundation will give funds for operating expenses;
  - areas of interest, e.g. education, medicine;
  - procedures for grant application, e.g. when to apply, length of time for processing;
  - whether the foundation's annual report is available.
- *Canadian Index to Foundation Grants*
  Published annually by the Canadian Centre for Philanthropy, this publication outlines the allocations that individual foundations have made. These two publications have recently been amalgamated into a single directory.
- *The Survey of Grant-Making Foundations, 1984-1985*
  Available from the Public Service Materials Center, 5130 MacArthur Blvd., N.W., Apt. 200, Washington, D.C. 20016-3316. This publication, which lists over 1,000 foundations, indicates when to approach them, types of grants made, whom to write to and whether groups outside of the United States can apply.
- *The Foundation Directory*
  This publication is one of four guides published by the Foundation Center, which is a national (American) service providing information on philanthropic giving. The others are *Source Book Profiles, National Data Book,*

and *Comsearch Printouts*. For information on these and other publications contact:

The Foundation Center
888 Seventh Ave.
New York, New York 10106.

The following foundations have previously given grants to community literacy organizations:

- The Samuel and Saidye Bronfman Family Foundation
- The Sir Joseph Flavelle Foundation
- The Hamilton Foundation (restricted to the Hamilton area)
- The Roy C. Hill Charitable Foundation
- The Audrey S. Hellyer Charitable Foundation
- The Jackman Foundation
- The Leon and Thea Koerner Foundation (B.C.)
- The Laidlaw Foundation
- The Malloch Foundation
- The Maytree Foundation
- The McLean Foundation
- The Madel Foundation

The following foundations have given grants for alternative education and adult education:

- The Atkinson Charitable Foundation
- The E.W. Bickle Foundation
- Birks Family Foundation
- Canada Packers Foundation
- The Carthy Foundation
- Crestview Foundation
- Dominion Textile Foundation
- Donner Canadian Foundation
- The Hamber Foundation
- The B. & B. Hamilton Foundation
- The Jackman Foundation
- The Laidlaw Foundation
- The Clifford E. Lee Foundation
- The F.K. Morrow Foundation

- Noranda Foundation
- The Senator Norman Paterson Foundation
- The St. Elmo Foundation
- Westwind Charitable Foundation

The following sources provide useful information on corporations:

- *Corporate Giving in Canada 1984: A Special Summary*
  Published by the Institute of Donations and Public Affairs Research, 666 Sherbrooke St. West, Ste. 1001, Montreal, Quebec H3A 1E7, Telephone: (514) 849-1385. This publication outlines which industries give to charitable organizations, what type of assistance they provide, whether they wish to have the gift acknowledged, and their preferred area for giving.
- *Corporate Foundation Profiles*
  Published by the Foundation Center, New York. Profiles are taken from *Source Book Files* and can be used for Canadian subsidiaries. Each profile gives the address, purpose, and background of the grants (e.g. where and why they were given, program areas, types of support, type of recipient, and geographic distribution).

These publications can help to identify the foundations and corporations that may possibly support your program. The groundwork involves learning how to approach each potential donor. For example, should a preliminary letter be sent, can personal contact be made, are there any local contacts or outlets? The following book also contains useful tips:

- *Fundraising for Non-Profit Groups: How to Get Money from Corporations, Foundations, and Government* by Joyce Young, International Self-Counsel Press, Vancouver, 1981
  This book contains a special section on how to approach business and industry in small communities.

Consultants are available to help explain the basic approaches to foundations and corporate donors. Often today's approach to corporate donations involves market-

ing. Corporations hope to attain favourable publicity from the support they give programs. For names of consultants experienced in corporate fund raising for literacy projects, contact the Ontario Literacy Coalition. Small groups may wish to join forces with other programs in their area to investigate possible donors and the development of effective proposals.

Other Funding

Survival has necessitated a determined search for funds by most programs. Dances, book sales, membership drives, many speeches, and well-organized publicity are a continuing part of keeping the program alive in the community's eyes. It helps to see the process as a chance to improve skills. It is also helpful to engage as many volunteers as possible in the fund raising process. Each individual is a contact to others and further connects the program to the community. There are several good sources of information about general fund raising:

- *Beyond Profit: the Complete Guide to Managing the Non-Profit Organization* by Fred Setterberg and Kary Schulman. New York, Harper and Row, 1985
  This volume examines all tasks that confront the non-profit organization: forming the board, staffing, budgeting and financial management, asking for money, writing proposals, financial self-sufficiency, public relations, coalition building, lobbying, etc. Included is a straightforward discussion of problems and how to solve them.
- *Development Today: a Fund Raising Guide for Non-Profit Organizations*
  Available from the Grantsmanship Center, 650 S. Spring St., #507, P.O. Box 6210, Los Angeles, California, 90014.
- *The Fri Annual Giving Book* by M. Jane Williams
  Available from the Fund-Raising Institute, Box 365, Ambler, Pennsylvania, 19002. Up-to-date information on funding sources and fund raising techniques.

- *Fundraising for Social Change* by Kim Klein
  Available from Kim Klein, 517 Union Ave., Ste. 206, Knoxville, Tennessee, TN 37902. This book describes the nuts-and-bolts strategies that all small non-profit groups need to raise money successfully from individuals. It has sections on how to use direct mail techniques, raise funds by telephone, use special events to raise money, and analyze your constituency.
- *Getting Yours: a Publicity and Funding Primer for Nonprofit and Voluntary Organizations*
  Available from Contact Center, Inc., P.O. Box 81826, Lincoln, Nevada 68501. This U.S. publication outlines the basics of promoting and acquiring funding for your program.
- *The Grantsmanship Center Whole Non-Profit Catalog: a Compendium of Sources and Resources for Managers and Staff of Non-Profit Organizations*
  Available from 650 S. Spring St., #507, P.O. Box 6210, Los Angeles, California, 90014. The catalogue reviews publications in the field, announces conferences, and offers advice to non-profit groups.
- *The Grass Roots Fundraising Book: How to Raise Money in Your Community* by Joan Flanagan. Chicago, Contemporary Books, Inc., 1982
  Available from the Canadian Centre for Philanthropy, this is a comprehensive book that covers such topics as running special events and benefits and raising money from members, believers, and the general public.
- *Grassroots Fundraising Journal*
  Available for $3.50 U.S. a copy or $20 a year from 517 Union Ave., Suite 206, Knoxville, Tennessee, 37902. Back issues are available. The journal contains an abundance of advice on how to raise funds for community programs. A recent issue offered advice on how to compose a good appeal letter.
- *Promoting Issues and Ideas: a Guide to Public Relations for Non-Profit Organization*, 1987.
  This publication is produced by the Public Interest Public Relations section of the Foundation Center and is available from the Foundation Center, 79 Fifth Ave.,

New York, New York 10003. It is useful for fund raising in that the authors believe that promotion, public relations, and funding are linked. Good fund raising is good publicity and vice versa.

All the publications listed above stress that it is necessary:

- to research your community well;
- to respect your potential donors (know how much to ask for and what they are like);
- to be serious about your program and raising money;
- to keep track of time (plan ahead and publicize your program regularly);
- to keep good and accurate records;
- to tell people what their donation will do;
- to appeal to the particular (e.g. a specific person will learn to read);
- to practise talking about your group's work and the uses to which the donation will be put;
- to solicit advice from knowledgeable donors;
- to be positive; and
- never to forget to say thank you, and in the most personal way possible (e.g. with a hand-written note or at minimum, an original letter).

PROPOSAL WRITING FOR LITERACY FUNDING

A good proposal results from careful and thoughtful planning on the part of the program requesting funds.

- The proposal should be written in clear English. Avoid jargon.
- The proposal should be as brief as possible, although the length should depend on your message. Graphs and charts should serve a specific purpose or be left out.
- The proposal should be well organized.
- The proposal should be typed or printed in a simple format.

- The proposal should be positive in tone. Think application, not supplication.
- The proposal should be free of assumptions. The granting organization may not be familiar with your program and its position in the community. Therefore, outline the purpose of your organization, what its role is in the community, and what effect funding will have on the community.

Norton J. Kiritz's excellent article "Program Planning & Proposal Writing" (Kiritz, 1980) describes the following components of a proposal:

- Summary: a clear and concise summary of the request.
- Introduction: a description of the agency's qualifications.
- Problem statement or needs assessment: documentation of the needs to be met or problems to be solved by the proposed funding.
- Objectives: the benefits of the funding in measurable terms.
- Methods: a description of the activities to be employed to achieve the desired results.
- Evaluation: the presentation of a plan for determining the degree to which objectives are met and methods are followed.
- Future or other necessary funding: a description of a plan for continuation beyond the grant period or the availability of other resources necessary to implement the plan.
- Budget: a clear delineation of costs to be met by the funding source and those to be provided by the applicant or other parties.

Kiritz's article has an excellent checklist under each category that can help to determine if all the ground has been covered. Copies of the article are available from the Canadian Centre for Philanthropy.

Covering letters for the proposal package should come from the chair of the board of directors or, in the case of a public library, the chief executive officer. This indicates organizational support for the proposal and ensures a com-

mitment to implement the plan, should the funding materialize. The letter should be addressed to a specific person at the funding source and should say simply what is included in the package and thank the granting agency for its attention to the proposed request.

FUND RAISING IDEAS

You may wish to focus your fund-raising events on the theme of literacy and reading. The following suggestions may appeal to you:

- Hold a second-hand book sale with a catchy name like "Second-Hand Prose." Use the library's discards or unwanted donations. Keep a box in the literacy program location and in the library for individual book donations. You may be able to set up a continuing sale at a local flea market.
- Raffle off books that are expensive to buy, such as encyclopedias, art volumes, childrens' book sets (e.g. Beatrix Potter, A.A. Milne, TinTin). This could work well just before Christmas or World Literacy Day (September 8). Sell tickets in the library, at home and school associations, in local book stores, etc. You may be able to run the raffle in co-operation with a local association or book store.
- Hold a luncheon with a speaker on children's reading, or a well-known local author. Advertise at schools, the University Women's Club, and parents' associations. Start small.
- Show films on literacy (e.g. *Bluffing It, Educating Rita*) followed by a panel discussion. The event could be set up as a "pay as you can" arrangement.
  - Sell items produced by the program:
  - books of learners' writings
  - daily diaries with thoughts on reading
  - cookbooks
  - t-shirts and buttons produced by learners. An excellent example are those designed by learners at Parkdale Project Read.

Local merchants may be willing to help with advertising.

- Sponsor a local "Read-a-Thon." Ask library patrons and merchants to pledge so much for books read within a specific time. In this way pledgers will become aware of the literacy program.
- Join with a local theatrical group to produce a play about literacy.

Illiteracy is a community problem, and your need to raise funds is one way of involving people with diverse skills and talents. Do not forget the obvious:

- *Service Clubs:* The international body for Rotary Clubs recognizes adult illiteracy as a major problem in society.
- *Churches:* The Lutheran Church in America, in particular its affiliated women's group, have shown an interest in literacy. Programs have received support from PLURA and other umbrella church organizations.
- *Educators and Related Groups:* Support can come from teachers' organizations, especially retired teachers' groups. Home and school associations and other parent groups can be a good source of memberships.
- *Unions, Labour Councils, Workers' Organizations:* Literacy education is often related to job concerns and skill upgrading. These organizations can be solicited for membership and mutual educational or financial relationships.
- *Local Businesses:* Donations of equipment, employee expertise, and learner sponsorships can be solicited from local businesses. Approach those with an interest in adult literacy, e.g. publishers, communications firms, printers, and computer and business equipment retailers.
- *Bake Sales:* Use favourite recipes of authors and local literacy-related people.
- *Bingo, Dances, Scrabble Tournaments.*

Finally, analyze carefully what your program needs. You may be able to get help for child care while the parents are receiving literacy assistance. If you believe that literacy is larger than an educational issue, consider how you can

describe your services to potential donors who have not previously seen adult illiteracy as a problem.

REFERENCES

Atkinson, Tannis. *Ontario Literacy Project February 18, 1985 - October 15, 1985. Final Report.* December, 1985

Beal, Christina, *Community Profiling for Libraries*, Sheffield: Centre for Research on User Studies, University of Sheffield, 1985. (ISBN 0-906-088119)

Ben Gera, Michael, and Brian L. Kinsley. *Library and Bookstore Use in Canada.* Ottawa: Department of Supply and Services Canada, 1980. (ISBN 0-662-11312-8)

Bow, Eric C. "The Public Library Movement in Nineteenth Century Ontario" *Ontario Library Review.* LXVI. 1982

Brockett, Ralph. "Self-Directed Learning and the Hard-to-Reach Adult." *Lifelong Learning: the Adult Years 6* (April, 1983)

Bormuth, John R. "Reading Literacy: Its Definition and Assessment." Reading Research Quarterly (February) 1973

Bull, Arthur. "Community-Based Literacy Programs in Great Britain." Toronto: 1987. (Unpublished handout from the Ministry of Skills Development, Government of Ontario)

Cairns, John C. "Overview of Some of the Issues." In Audrey M. Thomas, *Adult Illiteracy in Canada: a Challenge."* Occasional Paper No. 42. Ottawa: Canadian Commission for Unesco, 1983. (ISSN 0317-5993)

Catano, Janis W., and Mary J. Breen. "Developing Health Teaching Materials That People Can Read. " 1987. (A handout to accompany a workshop)

Chan, Julie M. "The Promise of Computers for Reluctant Readers." (In *The High/Low Handbook: Books, Materials and Services for the Problem Reader.* New York: R.R. Bowker Co., 1985. (ISBN 0-8352-2133-4)

Cohen, Daniel. "Writing for the High/Low Audience." In *High/Low Handbook: Books, Materials and Services for the Problem Reader.* 2nd ed. New York: R.R. Bowker Co., 1985. (ISBN 0-8352-2133-4)

Dervin, Brenda, and Fraser Benson. *How Libraries Help.* Stockton, California: University of the Pacific, Dept. of Communications, 1985

Dirksen, Jean. "Regina Public Library Makes Literacy Service a High Priority." *Feliciter,* January, 1988

Fingeret, Arlene, *Adult Literacy Education: Current and Future Direction.* Columbus, Ohio (1984): ERIC Clearinghouse on Adult, Career, and Vocational Education. (ED 246-308)

Flanagan, Joan. *The Grass Roots Fundraising Book: How to Raise Money in Your Community.* Chicago: Contemporary Books, Inc., 1982. (ISBN 0-8092-5746-7)

Fox, Michael. *A Look At Illiteracy in America Today — The Problems, the Solutions, the Alternatives.* Washington D.C.: Push Literacy Action Now, 1986

Jones, Susan and Kay Barnes. *Extending Reading Skills.* London: ALBSU, 1987. (ISBN 0-9065009 70 X)

Kiritz, Norton, J. *Program Planning and Proposal Writing.* (Expanded version.) Los Angeles, California: The Grantsmanship Center, 1980

Lyman, Helen H. "Preface." In Bayley, Linda. *Open Doors for Adult New Readers: How Libraries Can Select Materials and Establish Collections.* Rev. ed. Syracuse, New York: New Readers Press, 1984

Lyman, Helen H. *Reading and the Adult New Reader.* Chicago: American Library Assoc., 1976. (ISBN: 0-8389-02200-6)

Malus, Susan. "The Logical Place to Acquire Literacy." *Library Journal.* 112 (July, 1987)

McLure, Charles, and others. *Planning and Role Setting for Public Libraries: a Manual of Options and Procedures.* Chicago, Illinois: American Library Assoc., 1987. (ISBN 0-8389-3341-6)

Norton, Mary, and Johanna Faulk. *Journeyworkers.* Calgary: The Alberta Educational Communications Corp., 1988. (ISBN 0-921071-6)

Patton, Michael. *Qualitative Evaluation Methods.* London: Sage Publications, 1980

Project Progress: A Study of Canadian Libraries. Prepared for the Canadian Library Assoc. by Urban Dimensions Group Inc. Ottawa: Canadian Library Assoc., 1981. (ISBN 0-888-02154-2)

"Reading and Discussion Groups Talk Across Generations." *Humanities Discourse: Newsletter of the Federation of State Humanities Councils.* (March, 1987)

Reading Research Quarterly, 9 (Feb. 1973-74)

Resnick, Daniel. "Literacy in Historical Perspective." In Daniel A. Resnick, ed., *Literacy in Historical Perspective.*" 1983 (ISBN 08444-0410-1)

Resources for Community Groups. Toronto: Government of Ontario, 1985. (ISBN 0822-1758)

Sisco, Burt. "The Undereducated: Myth or Reality?" *Lifelong Learning: the Adult Years 6* (April, 1983)

St. John-Hunter, Carman. "Dialogue for Literacy." *Convergence 20* (May, 1987)

Strong, Gary. "Adult Illiteracy: State Library Responses." *Library Trends*, 35 (Fall, 1986)

Tough, Allen. *The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning.* (Research in Education Series No. 1) Toronto: OISE, 1971. (ISBN 0-7744-0059-5)

Trelease, Jim. *The Read-Aloud Handbook.* New York: Penquin, 1985. (ISBN 0-14-046727-0)

Tuckett, Alan. "Literacy and Government - the Impact of Funding Changes on Literacy Provision 1975-1985." In *Viewpoints - Funding.* London: ALBSU, 1986

Weibel, Marguerite C. *The Library Literacy Connection; Using Library Resources with Adult Basic Education Students.* State Library of Ohio, August, 1984

Weibel, Marguerite C. "Use the Public Library with Adult Literacy Students." *Journal of Reading*, 26 (October, 1983)

APPENDICES

APPENDIX I: USING THE LIBRARY

Skills

Kindergarten

- Awareness of the library
- Listening to a story
- Participating in literature through puppetry and drama
- Learning about the parts of a book, selecting a book
- Circulating of books, book care, and the Dewey decimal system of classification

Grade 1

- Awareness of author and illustrator
- Recognizing alphabetical order
- Learning to locate books
- Learning about the types of materials available (books, tapes, films, magazines, etc.)
- Learning how to use audio-visual materials
- Using numerical order (Dewey numbers) to find books

Grade 2

- Differentiating fiction and non-fiction
- Using the card catalogue, subject cards, or computer database
- Locating books by using library signs, numerical order, Dewey numbers, and coding
- Learning about maps and newspapers as new types of materials
- Increasing use of audio-visual materials
- Practising research and reporting, using such techniques as skimming, writing short answers, citing sources, distinguishing dictionaries from encyclopedias

Grade 3

- Becoming familiar with physical location of materials
- Learning about the atlas
- Locating materials by using a bibliography
- Learning to use reference books

- Learning more about the parts of books (glossary, bibliography, chapter, index, title page, endpaper)
- Learning about publishing and publishing terms
- Learning how libraries acquire books (from suggestion slip to evaluation, purchase orders, jobbers, shipment)
- Learning about author, title, and subject designators
- Learning about the public library
- Adding to the ability to use the Dewey decimal system
- Continuing to work on research and reporting

Skills-Oriented Activities

Primary research need not be an awesome task for children if it is started early, tied to their interests, kept within their abilities, and done sequentially. Research and reporting handled in bite-size pieces are the natural complement to the child's innate desire to learn. Have children survey the availability of materials with the librarian and set up easy questions beforehand.

Provide individualized activities tailored to the library being used. Library personnel can develop a master file of task cards, numbered to indicate approximate grade level difficulty. These can be used to prescribe an independent or lightly supervised activity for an individual student according to ability. Volunteer parents and tutors can assist children.

Kindergarten

1 Find books about animals that live underwater. Make an underwater picture.
2 Given a collection of books, put them into piles of tall and short books, thick and thin books.
3 Tell the story of a wordless book onto a tape. Use the subject heading stories without words to find a book.
4 Use a beginner's dictionary. Draw pictures of three words that begin with b.
5 The name of the book is called a title. The title is on a library book in at least four places. Find the title in three places.

Grade 1

1 Look at these two magazines: *Chickadee* and *Ranger Rick*. Tell which one you like best and why. Take one home and look through it.
2 Look at the newspaper. Find pictures that show these feelings: happy, sad, angry. Cut out the pictures. Paste them on a paper. Write the feelings words under the pictures.
3 Look at a book of paintings. Find three paintings you like. Write the page numbers of the paintings. What is the title of the book?
4 Find the book *The Three Billy Goats Gruff*. Draw your own idea of how a troll would look.

Grade 2

1 Look at the globe. Show somebody where these places are: Atlantic Ocean, Pacific Ocean. Which is larger - North Pole, South Pole, or Canada?
2 Find the title of a book about WHALES. Write down the call number. Is this a true or a make-believe book? Write one interesting fact about whales. (They can swim, can't they?)
3 In a picture dictionary, find words that begin with:

wh fl spr wr
gr tr wr th
pl sw br sh
dr ch pr sk

4 Find the call number for POETRY in the catalogue. Find a poem you like in a poetry book. Read it to a friend.

Grade 3

1 Find a book on the life cycle of a frog. Study it. Show the book to a friend.
2 Use the box game of Library Terms. Match the terms with their meanings.
3 Make a puppet of your favourite book character.
4 Find a subject of interest in the *Golden Encyclopedia* or another encyclopedia. Read it. Draw a picture about what

you have read. Tell your parents or a friend what you have learned.

5 In the subject catalogue, look up FOLKLORE-GERMANY. Write down the call numbers and titles for several German fairy tale books. Who were the brothers who collected these stories?

APPENDIX II: REGIONAL LITERACY NETWORKS IN ONTARIO

Adult Basic Education Association
55 York Blvd., 6th Floor
Hamilton, Ontario L8R 3K1
Contact: Marta Vandermarel,
Yvonne Byskov
(416) 527-2116

Metro Toronto Movement for Literacy
9 St. Joseph St., Suite 302
Toronto, Ontario M4Y 1J6
Contact: Kathe Forneri
(416) 961-4013

Eastern Ontario Literacy Network
c/o Kingston Literacy
88 Wright Cres.
Kingston, Ontario K7L 4T9
Contact: Ann Osborne
(613) 547-2021

Waterloo Regional Literacy Coalition
P.O. Box #3
Waterloo, Ontario N2J 3Z6
Contact: Sande Minke
(519) 742-9651

Sudbury Regional Network
c/o Project 25-44
124 Cedar St., 3rd Floor
Sudbury, Ontario P3E 1A7
(705) 671-2544

Wellington County Literacy Council
R.R. #2
Puslinch, Ontario N0B 2J0
Contact: Howard Stevenson
(519) 821-3001

North West Ontario Network
Dryden Adult Education Committee
General Delivery
29 King St.
Dryden, Ontario P8N 1B4
Contact: Judy Baker
(807) 223-8406
or
Schreiber Literacy Program
Box 847
Schreiber, Ontario POT 2S0
Contact: Pam McKeever
(807) 824-2657

Niagara Regional Network
St. Peter's School
Aberdeen Circle, St. Catharines, Ontario
Contact: Virginia Coles
(416) 682-4424

Bruce-Grey Literacy Network
Box 505 Read
Owen Sound, Ontario N4K 5P7
Contact: John McLaughlin
(519) 376-7207

South West Ontario Network
c/o Unemployed Help Centre
706 Victoria Ave.
Windsor, Ontario N9A 4N2
Contact: Joan Snudden
(519) 254-2581

London Regional Network
London Public Library
305 Queens Ave.
London, Ontario N6B 3L7
Contact: Carmen Spovieri
(519) 661-5119

Literacy Alliance of North Bay
124 Main St. East
North Bay, Ontario P1B 1A8
Contact: Suzy Harris
or Stella Moseley-Williams
(705) 472-2420

North Eastern Ontario Network
150 Brousseau Ave.
Timmins, Ontario P4N 5Y4
Contact: Rosemary Newman
(705) 268-8900

Ottawa-Carleton Coalition (ABC Line)
177 Nepean St., Suite 306
Ottawa, Ontario K2P 0B4
Contact: Deborah Gordon
(613) 233-3232

Ontario Literacy Coalition
9 St. Joseph St., Suite 302
Toronto, Ontario M4Y 1J6
Contact: Elisse Zack
(416) 963-5787

APPENDIX III: LITERACY-ORIENTED PERIODICALS

Adult Literacy and Basic Education
615 Harrington Center
Texas A & M University
College Station, Texas 77843

Connexions
427 Bloor St. West, Suite 523
Toronto, Ontario M5S 1X7

Contact
TESL Canada
703 Spadina Ave.
Toronto, Ontario M5S 2J4

Convergence
International Council for
Adult Education
720 Bathurst St., 5th Floor
Toronto, Ontario M5S 2R4

ESL Exchange
155 College St. West
Language Studies Department
Toronto, Ontario M5T 2P6

ESL Literacy SIG Newsletter
361 Main St.
Toronto, Ontario M4C 4X6

Harvard Educational Review
13 Appain Way, Harvard University
Cambridge, Massachusetts 02138

Interchange
Citizenship Development Branch
Ministry of Citizenship
77 Bloor St. West, 5th Floor
Toronto, Ontario M7A 2R9

International Women's Tribune
777 United Nations Plaza
New York, New York 10017

Journal of Instructional Development
Association for Education Communication
1126 16th St. South
NS Washington, D.C. 20036

Journal of Reading
International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, Delaware 19714-8139

The Ladder
PLAN
1332 G St.
SE Washington, D.C. 200003

Learning
29 Prince Arthur Ave.
Toronto, Ontario M5R 1B2

Lifelong Learning and
Adult Education Quarterly
1201 16th St.
Suite 230
NW Washington D.C. 20036

Lifelong Learning in Ontario
251 Edinburgh Rd. North
Guelph, Ontario N1H 5S2

Literacy
Movement for Canadian Literacy
P.O. Box 6366
Station "A"
Saint John, New Brunswick T2L 4R9

Literacy Connections
P.O. Box 6548
Station "A"
Saint John, New Brunswick T2L 4R9

Literacy On The Move
Ontario Literacy Coalition
9 St. Joseph St.
Suite 302
Toronto, Ontario M4Y 1J6

Journal of Communication
National Institute for the
Study of Communication
Jacksonville, Florida

New Directions for Continuing Education
Jossey Bass Inc.
433 California St.
San Francisco, California 94104

Orbit
252 Bloor St. West
Toronto, Ontario M5S 1V6

PENN Literacy Research Center
Graduate School of Education
University of Pennsylvania
3700 Walnut St.
Philadelphia, Pennsylvania 19104-6216

Quill and Quire
56 The Esplanade
Suite 213
Toronto, Ontario M5E 1A7

Rapal
Balton Royd Centre
Manningham Lane
Bradford
West Yorkshire BD87BB
England

Reading Research Quarterly
David Pearson, Publisher
800 Barksdale Rd.
P.O. Box 8139
Newark, Delaware
19714-8139

TESL Talk
Citizenship Development Branch
Ministry of Citizenship
77 Bloor St. West, 5th Floor
Toronto, Ontario M7A 2R9

Match
Match International Centre
401-171 Nepean St.
Ottawa, Ontario K2P 0B4

Tesol
Georgetown University
Suit 205, 1118 22nd St.
NW Washington D.C. 20037

Viewpoints
Kingsbourne House
229/231 High Holborn
London WCIV 7DA
England

The Written Word
Contact Literacy Centre
P.O. Box 81826
Lincoln N.E. 68501-1826

APPENDIX IV: ADULT READING INTEREST INVENTORY

Directions: Tell your student that you would like to find out what he or she wants and needs to read about. Explain that you will read some possibilities out loud and that she or he has five choices: "very little," "a little," "neutral," "much," or "very much." Read the items to your students. Circle the number (1 to 5) that most accurately describes your student's reaction to the item. At the end of each of the three categories ask for further interests which were not on the list.

1) I would like to read about...

	Very little	a little	neutral	much	Very much
animals	1	2	3	4	5
auto mechanics	1	2	3	4	5
child care	1	2	3	4	5
cooking	1	2	3	4	5
famous people	1	2	3	4	5
history	1	2	3	4	5
law	1	2	3	4	5
mystery	1	2	3	4	5
politics	1	2	3	4	5
religion	1	2	3	4	5
romance	1	2	3	4	5
science fiction	1	2	3	4	5
sewing	1	2	3	4	5
sports	1	2	3	4	5
travel	1	2	3	4	5
tv/movie personalities	1	2	3	4	5

I also like to read about:

2) I would like to read...	Very little	a little	neutral	much	Very much
comic books	1	2	3	4	5
crossword puzzles	1	2	3	4	5
dictionaries	1	2	3	4	5
hardback books	1	2	3	4	5
letters	1	2	3	4	5
magazines	1	2	3	4	5
manuals	1	2	3	4	5
newspapers	1	2	3	4	5
pamphlets	1	2	3	4	5
paperback books	1	2	3	4	5
textbooks	1	2	3	4	5
tv listings	1	2	3	4	5

I also like to read:

3) I need to read...

ads	1	2	3	4	5
application forms	1	2	3	4	5
the Bible	1	2	3	4	5
bills	1	2	3	4	5
cheques	1	2	3	4	5
children's homework/books	1	2	3	4	5
coupons	1	2	3	4	5
the dictionary	1	2	3	4	5
labels	1	2	3	4	5
letters and mail	1	2	3	4	5
manuals	1	2	3	4	5
maps	1	2	3	4	5
menus	1	2	3	4	5
newspaper stories	1	2	3	4	5
recipes	1	2	3	4	5
street signs	1	2	3	4	5
telephone directories	1	2	3	4	5
work orders or contracts	1	2	3	4	5

I also need to read:

APPENDIX V: CRITERIA FOR COLOUR-CODING BOOKS WITHOUT APPLICATION OF READABILITY FORMULAS

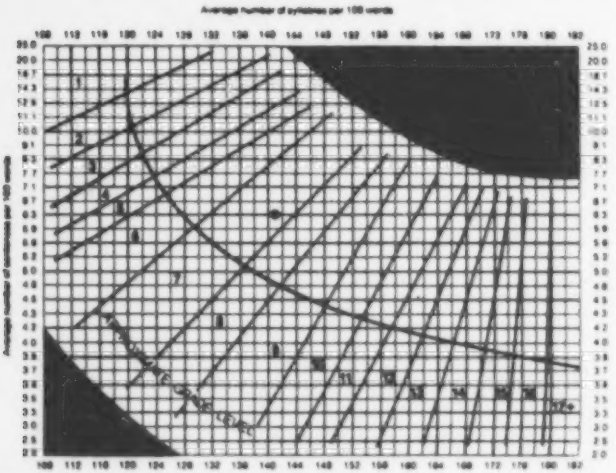
LEVEL	COLOUR	CRITERIA	EXAMPLE
Very Basic	Red	95% of words are of one syllable... sentences are simple, no more than an average of 7 words per sentence, large to medium-sized print; illustrated (but not necessarily comic-book format); subject-matter and vocabulary are familiar to most people in the *community*.	Student-produced materials
Basic	Silver	90% of words are of one or two syllables; simple sentences, average length no more than 10 words; illustrated; subject matter and vocabulary familiar to most people in the *community*.	Student-produced materials
Moderate	Green	90% of words are two and three syllables; sentences are between 10 and 15 words long; sentences are 85% simple, 15% compound or complex; use of more descriptive and action vocabulary; subject matter can contain new and unfamiliar experiences; more inference, drawing of conclusions and analyzing of content.	

LEVEL	COLOUR	CRITERIA	EXAMPLE
Advanced	Brown	Same word and sentence criteria as GREEN. More sophistication of thought in content. Number of adjectives and adverbs is increased. Print can be small (average for paperbacks). Average length of book: 120 pages.	
Difficult	Yellow	Any book that does not fit criteria above or for BLUE books.	
Non-gradable	Blue	These books are ones which contain technical or specialized vocabulary and terminology, facts and numbers or pictorial accounts; and how-to or instructional books, guides, maps, and books of names.	

APPENDIX VI: GRAPH FOR ESTIMATING READABILITY - EXTENDED

By Edward Fry, Rutgers Univ. Reading Center. New Brunswick, New Jersey 08904

GRAPH FOR ESTIMATING READABILITY — EXTENDED
By Edward Fry, Rutgers Univ Reading Center. New Brunswick, NJ 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

(Reproduction permitted - No copyright.)

APPENDIX VII: COMPUTER SOFTWARE DESCRIPTIONS

Exercises

CLOZEMASTER (Holt, Rinehart)
This program allows students to work with their own text or relevant teacher-entered passage. It blanks out words from the text at varying levels of difficulty (every 15th to 5th word) according to the student's choice. The students develop understanding of sentence structure, build vocabulary, and practise spelling. But more importantly, students bring all their linguistic and world knowledge and cultural awareness into play.

Word Processing

BANK STREET WRITER (Scholastic Software)
A word processor allows students to produce their own written material, anything from a list or note to a letter or paper, in neat form with relative ease. It encourages students to experiment, create, proofread, reorganize, edit, and correct their work without having to rewrite the whole document. A spell checker frees students from worrying about spelling and allows them to employ the full range of their vocabularly. A word processor frees a student to think and concentrate on the writing process.

Database

APPLEWORDS (Apple Computer Inc.)
Students must organize data and follow program directions in order to enter, sort, and retrieve information — such as addresses, phone numbers, or bills.

Graphics

PRINT SHOP (Broderbund Software)
Students can produce signs, greeting cards, letterheads, and banners they need. In order to do so, they must follow 10-15 screens of instructions, compose a message, make

decisions about layout, and choose borders, graphics, and print fonts.

Games

WORD DETECTIVE (Sunburst Communications)
Programs such as this provide students with enjoyable and challenging ways to work with language and numbers.

Simulations

CROSS COUNTRY CANADA (Diatech)
This is an interactive simulation in which a player or players collect assigned commodities across Canada and deliver them to specified destinations. The player(s) work with maps of Canada, and a list of commodities and cities where available. They may refer at any time to a current inventory list, a current health report, and a record of expenses to date. They must deal with problems such as speeding tickets, flat tires, bad weather, and running out of gas. A single player completes his or her mission when the commodities are delivered. Players in competition try to come in with lowest expenditures. Students using this program must understand language and act on it. Specifically, they practise following directions, locating information, making decisions and inferences, and solving problems.

Managing Lifestyles

THE BUDGET (Sunburst Communications)
This program offers work on food shopping and menu planning, keeping a budget, and counting calories. The Budget is a simulation in which the students receive bi-monthly pay cheques. They make decisions on handling their income and expenses and must keep accurate records of money in chequing and savings accounts, as well as cash on hand. The program requires the student to read and understand chunks of language.

APPENDIX VIII: LITERACY MATERIALS EVALUATION FORM

Author:

Title:

Publisher:

Distributor:

ISBN:

Price:

Format:

Fiction/Type:

Non-fiction/Subject

Content

Poor Fair Good Excellent

Organization

Poor Fair Good Excellent

Writing Style and Language

Poor Fair Good Excellent

Physical Features

a) Print
b) Illustration
c) Format

Estimated Reading Level

Basic I Basic II Intermediate I Intermediate II Advanced

Comments or Synopsis

Complementary Materials

APPENDIX IX: SOFTWARE EVALUATION FORM

Date
Evaluator
Cost

1 Identification

Program Title
Version
Producer
Distributor
Subject
Type: Drill and Practice / Simulation / Game / Tutorial / Other

2 Hardware

For use on which computer

Peripherals required

Memory required

3 Evaluation of Content

Level: basic/intermediate/advanced

Special needs: visually/hearing impaired, physically/mentally disabled

Learner independent/tutor dependent

1 Content is accurate and factual.
2 Content stimulates learning process.
3 Suitable for user's socio-cultural milieu.
4 Presentation clear and logical.
5 Graphics, print, audio suitable for adult learners.
6 Stated level of difficulty is accurate.
7 Content graduated by levels of difficulty.
8 Learner controls rate and sequence of information/review/repetition.
9 Quality of reinforcement.
10 Remediation for incorrect responses.
11 Support materials comprehensive.
12 On-screen instructions concise and clear.
13 Easy access to menu or menus.
14 Flexibility of access to other lessons or levels ir. the program.
15 Information can be added to the content.
16 Compatible with special-needs hardware and software accessories.

4 Evaluation and Recommendation

Excellent/Good/Fair

Recommended for Purchase/Not Recommended

Comments;

APPENDIX X: CLASSIFICATION SCHEME FOR MATERIALS FOR ADULT NEW READERS

Books in this collection are grouped in three major classifications. Within these three classifications, books are categorized according to subject to help you find books on particular topics of interest. The subject categories are:

Learning (non-fiction)
Art and Music
Biography
Entertainment (includes movies and TV)
Geography (includes travel)
Government
History
Religion (includes Bible stories)
Science and Nature
Society and Culture

Leisure
Crafts and Hobbies
Fiction
Humor
Poetry
Short Stories
Sports and Games
True Tales

Living (workbooks and other instructional materials)

A Basic Skills
- Communication
- English
- Mathematics
- Reading
- Testing Materials (includes GED)
- Writing

B Coping Skills

Cars
Community Resources
Government
Health
Home and Family (includes cooking and child care)
Jobs and Career Information
Legal Rights and Responsibilities
Money Management (includes consumer information)
Understanding Self and Others

Source: Weibel (1984).

APPENDIX XI: LIBRARIES AND LITERACY PROGRAMS IN ONTARIO

Library-Operated Literacy Programs

Atikokan Public Library Board
Laurice Ludkaruski
Civic Centre
Atikokan P0T 1C0
(807) 597-4406

Hamilton Public Library Board
Venilde Tortara/Beth Hovius
55 York Blvd.
Hamilton L8R 3K1
(416) 529-8111 Ext. 230

Iroquois Falls Public Library Board
Chief Librarian
P.O. Box 860, 725 Synagogue St.
Iroquois Falls K0E 1K0
(705) 232-5722

Lincoln Public Library Board
Lori Sims
10 Church St.
Beamsville L0R 1B0
(416) 563-7014

North York Public Library Board
Joan Robinson
3120 Yonge St.
North York M2N 5N7
(416) 733-5503

Owen Sound Public Library Board
Mary Beth Armstrong
824 First St. W.
Owen Sound N4K 4K4
(519) 376-6623

Richmond Hill Public Library Board
Jane Horrocks
24 Wright St.
Richmond Hill L4C 4A1
(416) 884-9288

Schreiber Public Library Board
Pam McKeever
Box 39
Schreiber P0T 2S0
(807) 824-2477

Stratford Public Library Board
Christen Wilson
19 St. Andrew St.
Stratford N5A 1A2
(519) 271-0220

Windsor Public Library Board
Callie Israel
850 Ouellette Ave.
Windsor N9A 4M9
(519) 255-6770

Library-Sponsored Literacy Programs

Brampton Public Library Board
(Peel Literacy Guild)
Anna Fraser
65 Queen St. E.
Brampton L6W 3L6
(416) 453-2444

Caledon Public Library (Peel Literacy Guild)
Rod Hall
Box 788
Bolton L0P 1A0
(416) 857-1400

Halton Hills Public Library Board
(North Halton Literacy Guild)
Betsy Cornwall
9 Church St.
Georgetown L7G 2A3
(416) 877-2681

Kingston Public Library Board
(Kingston Literacy Program)
Caryanne Arnold
130 Johnson St.
Kingston K7J 2P4 or
(613) 546-0698, or
Bram Fischer
88 Wright Cres.
Kingston K7L 4T9
(613) 547-2012

Mississauga Public Library Board
(Peel Literacy Guild)
Ingrid Masterson
1350 Burnhamthorpe Rd., E.
Mississauga L4Y 3V9
(416) 625-8681

Toronto Public Library - Parkdale Project Read
Tracy Westell
1303 Queen St. W.
Toronto M6K 1L6
(416) 531-6308

Library-Supported Literacy Programs

Barrie Public Library Board
Chief Librarian
37 Mulcaster St.
Barrie L4M 3M2
(705) 728-1010

Belle River Public Library Board
Christina Ouellette
467 Notre Dame St.
Belle River N0R 1A0
(519) 728-2324

Bracebridge Public Library
Chief Librarian
Box 1537 94 Manitoba St.
Bracebridge P0B 1C0
(705) 645-4171

Burks Falls, Armour & Ryerson Union
Public Library Board
Chief Librarian
Box 620, Yonge St.
Burks Falls P0A 1C0
(705) 382-3327

Burlington Public Library Board
Chief Librarian
2331 New St.
Burlington L7R 1J4
(416) 639-3611

Chatham Public Library Board
Arelene Mason
120 Queen St.
Chatham N7M 2G6
(519) 354-2940

Elgin County Library Board
Theresa Denys
450 Sunset Dr.
St-Thomas N5R 5V1
(5190 633-0815

Etobicoke Public Library Board
Penny Griffin
P.O. Box 501
Etobicoke M9C 5G1
(416) 243-8888

Georgina Township Public Library Board
Chief Librarian
80 The Queensway South
Keswick L4P 1Z3
(416) 476-7233

Kitchener Public Library
Chief Librarian
85 Queen St. N.
Kitchener N2H 2H1
(519) 743-0271

Leamington Public Library Board
Jill Nicholson
1 John St.
Leamington N8H 1H1
(519) 326-3441

London Public Library Board
-G.A. Wheable Centre for Adult Education
Carmen Spovari
305 Queens Ave.
London N6B 3L7
(519) 661-5100, or
Mary Oliver
70 Jacqueline St.
London N5Z 3P7
(519) 434-8404

Moosonee Development Area Public Library Board
Ivor Jones
P.O. Box 130
Moosonee P0L 1Y0
(705) 336-2913

Oakville Public Library Board
Chief Librarian
120 Navy St.
Oakville L6J 2Z4
(416) 845-3405

Orillia Public Library Board
Chief Librarian
36 Mississauga St.
Orillia L3V 3A6
(705) 325-2338

Oshawa Public Library Board
Chief Librarian
65 Bagot St.
Oshawa L1H 1N2
(416) 579-6111

Parry Sound Public Library Board
Mary McGarvan
29 Mary St.
Parry Sound P2A 1E3
(705) 746-9601

Peterborough Public Library Board
Penny McKee
345 Alymer St. N.
Peterborough K9H 3V7
(705) 745-6152

St. Mary's Public Library Board
Chief Librarian/Stella Howlett
P.O. Box 700, 15 Church St., N.
St. Mary's N0M 2V0
(519) 284-3346

Thunder Bay Public Library Board
Chief Librarian
285 Red River Rd.
Thunder Bay P7B 1A9
(807) 344-3585

Timmins Public Library Board
Chief Librarian
236 Algonquin Blvd. E.
Timmins P4N 1B2
(705) 267-8451

Toronto Public Library Board
- East End Literacy
Betsey Alkenbrock
265 Gerrard St. E.
Toronto M5A 2G3
(416) 968-6989
- Gladstone
Rick Fiscek
1101 Bloor St., W.
Toronto M6H 1M7
(416) 393-7680

APPENDIX XII: SAMPLE LITERACY REFERRAL ENTRY HAMILTON-WENTWORTH ABE HOTLINE

Place Barton Public Library

Address

Contact

Telephone

Sponsor
Hamilton Public Library, Wheelchair Accessibility, No day-care

Program Title
BARTON COMMUNITY LITERACY PROGRAM

Program Description
To help the adult learner achieve his/her own personal goals with respect to basic reading, writing, numeracy. A one to one literacy program where learners meet with a volunteer for two hours per week. Instruction is informal, and the learner begins with material that is most relevant for him. Learners may also use an Apple IIE to assist them in their program.

Eligibility
Any adult person, 16 years of age or older, who is not enrolled in any full time academic course of study and is not literate in another language.

Registration
Continuous. Library closed Sunday.

Program Hours
Flexible, depends upon tutor/student.

APPENDIX XIII : SAMPLE LITERACY RESOURCE CHART

RESOURCE CATEGORY	KEY INFORMATION SOURCE	TYPE OF SOURCES
Educational Resources	ABE classes - Tues. evening 7-9 p.m. A. school	Board of Education Office
Educational Resources Needed	ABE classes- B. School	Focus Group Target Interview (name)
	Community-Based Literacy - B. district	Focus Group Target Interview (name)
Library Resources	Pre-school story hour Wed. 2 p.m. - B. Public Library - A. Public Library	B. Public Library A. Public Library
Library Resources Needed	Basic Literacy Materials Focus Group - Parenting Materials Booklists B. Public Library	Education Interview - Family Services